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ABSTRACT

Each year the Florida Education and Training Placement Information Program (FETPIP) conducts surveys to determine the opinions of employers about the preparation of graduates of vocational programs. The 1992 survey focused on eight specific occupational training areas (i.e., child care services, computer programming and analysis, dental assisting, electronics, engineering, firefighting, food preparation and services, and hospitality management) and on selected programs from Chipola Junior College (i.e., correctional officer, law enforcement, unit treatment and rehabilitation, nursing assistant, and firefighting). Employers were selected only if they hired a program completer in a job related to his/her training. Survey components were selected from the "intended outcomes" defined within the "core" curriculum of each specific program. Separate surveys were developed for each program, covering employer hiring needs, general education and preparation, and specific occupational preparation in basic, job-related, and technical skills. Study findings, based on a 73% response rate from the 988 firms surveyed, included the following: (1) employers indicated that they were quite satisfied with employees general entry-level preparation and work habits, with hospitality management and child care services employers expressing the most satisfaction; (2) electronics employers were least satisfied with employees' occupational skill preparation, while engineering employers were most satisfied; (3) most employers expressed dissatisfaction with public education; and (4) compared to previous years' survey respondents, the 1991 employers expressed more satisfaction with employees' basic skills. Survey instruments are appended. (KP)

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ED 371 815

FLORIDA EMPLOYER OPINION SURVEY

ANNUAL REPORT

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FLORIDA EDUCATION AND TRAINING PLACEMENT INFORMATION PROGRAM

TALLAHASSEE, FLORIDA

JUNE 1992

JC 940 424

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FLORIDA EMPLOYER OPINION SURVEY

ANNUAL REPORT

FLORIDA EDUCATION AND TRAINING
PLACEMENT INFORMATION PROGRAM

TALLAHASSEE, FLORIDA

JUNE 1992

"I feel in today's workplace the employee needs a good understanding of the "front of the house" activities that "sell" the product. Salesmanship, cash handling, and some management functions are essential to a well rounded picture of the industry."

... A Florida Employer

EXECUTIVE SUMMARY

This report is the fourth in a series of annual employer opinion reports by the Florida Education and Training Placement Information Program (FETPIP). The first annual report focused on the general preparation of the entry level employees who had been hired by firms known to have hired vocational program completers. The general preparation survey continued for an additional two years along with surveys that focused on specific occupational areas targeted for program reviews. This year, the general survey was not conducted due to the facts that adequate response rates were difficult to attain and the findings remained constant over the three years that the survey was conducted. Appendix A provides an abstract of previous reports in the opinion survey series. This year's survey focused on eight specific occupational training areas and on selected programs from Chipola Junior College (CJC). The eight program areas were selected in consultation with the Division of Vocational, Adult and Community Education (DVACE), the Division of Community Colleges (DCC), the Florida Council on Vocational Education (FCOVE), and the Postsecondary Education Planning Commission (PEPC). The Chipola Junior College (CJC) programs were selected following a request from that institution.

The eight specific program areas selected for survey this year were: child care services, computer programming and analysis, dental assisting, electronics, engineering, firefighting, food preparation and services, and hospitality management. The Chipola Junior College (CJC) student records contained within the FETPIP data base reflected information from five vocational program areas: correctional officer, law enforcement, unit treatment and rehabilitation, nursing assistant and firefighting. For CJC purposes, surveys were sent to employers who hired graduates from correctional officer, law enforcement, nursing assistant, and unit treatment and rehabilitation. Firefighting graduates were included as part of the statewide survey effort.

As in prior year activities two survey tenants were followed: 1) employers were selected only if they had hired a completer in a job related to his or her training; and 2) survey components were selected from the "intended outcomes" defined within the "core" curriculum of each specific program. Thirteen separate surveys were developed to cover the eight statewide program surveys and four separate Junior College surveys. A fifth Junior College survey, a general survey, was developed and sent to those employers where the relationship of a completer's job to training could not be established. Each survey was separated into three parts: employer hiring needs, general education and preparation, and specific occupational preparation which contained components of basic, job-related, and technical skills.

All survey areas reflected varying hiring needs which seemed dependent upon the type of industry they were engaged in.

For example, dentists primarily needed dental assistants and hygienists while food preparation and services employers needed chefs, cooks, waitresses and waiters. Two groups of employers from statewide firefighting and the general survey respondents associated with the CJC reported that they had "no difficulty" in finding qualified applicants.

All survey areas reflected similar levels of satisfaction as in previous year responses concerning the employer's overall viewpoint of vocational education, general entry level preparation and employee work habits. In each of these areas, employers indicated that they were quite satisfied. The hospitality management and child care services employers were most satisfied with these survey questions while the electronics employers were least satisfied.

Additionally, all survey areas reflected employer satisfaction with the occupational skill preparation of their employees. These ranged from the electronics employers being least satisfied to the employers of engineering program completers who were most satisfied. Areas where employer satisfaction levels were highest included the equipment usage of firefighters, the patient care services of the dental assistants, the kitchen activities of the food preparation and services workers, and the overall technical skills of the engineers.

Two areas; general public education and basic skills exhibited considerably wide ranges of employer response between program areas. Most employers reflected dissatisfaction with public education which is consistent with all prior year survey results. The electronics and firefighting employers were most dissatisfied with public education while one program area, child care services, reflected a level of satisfaction. Within the area of basic skills prior year employer responses have indicated dissatisfaction with the majority of basic skills. This year employers from these program areas have reflected levels of satisfaction with many basic skills in general. Only written communication skills reflected an overall level of employer dissatisfaction. Computer programming and electronics employers were most dissatisfied with written communication skills while dentists were satisfied within this area. Math skills were rated very highly by engineering employers while two program areas, food preparation and services and the general survey respondents from CJC, were quite dissatisfied with these skills. Six of the nine program survey areas reflected a level of employer satisfaction with verbal communication skills. Only the electronics and the general survey employers from CJC reflected dissatisfaction with these skills. Dentists were the most satisfied employer group with the verbal communication skills of their employees.

In summary, Florida employers were satisfied with the vocational preparation of their employees who had been hired into training-related positions within their firms. Employers were most satisfied with an array of occupationally specific training elements their employees exhibited and less satisfied with basic skills, particularly written communication.

The report concludes with a section on proposed future activities. Three areas are recommended for next year: 1) continuing the specific survey effort within identified areas, 2) continuing an examination of those skills deemed necessary for successful employment, and 3) working in conjunction with the SchoolYear 2000 initiative to identify and develop a "customer satisfaction" tool to support activities proposed with 9 participating school districts.

FLORIDA EMPLOYER OPINION SURVEY
JUNE 1992

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"We need to Increase Funding to Vocational Programs - Implement programs in high school, Recruit students before graduation and Design dual programs for easier access to employment while in school."

... A Florida Employer

SECTION I: INTRODUCTION

This report summarizes the results of eight program-specific surveys and one Junior College-specific survey of employers known to have hired vocational education program completers in jobs related to their training during the period October-December 1990. The surveys were conducted to obtain information describing employer perceptions regarding selected facets of the preparation of workers from specific vocational program areas for employment. The report additionally reviews progress in analyzing an employability skills profile and various other applications of FETPIP data.

Section II of the report includes a review of the overall survey process, a summary of the survey findings for the nine survey areas, and a recommendation for next year's activities. The survey process describes a brief background of this years activities, how employers were selected, the survey instrument, and the survey mailout process. The findings part of this section will review responses for each survey type with cumulative survey results in three ways: by survey response option, by overall basic skills, and by occupational preparation skills. Additional findings obtained through follow-up activities will be reviewed in this section. These reviews will point out those programs and particular preparation areas where employer satisfaction is particularly high or low.

Sections III through XI describe responses to hiring needs, general education and preparation questions, and the overall occupational preparation areas for each of the nine specific surveys.

Section XII is a review of selected combinations of FETPIP and survey data. Section XIII is a review of proposed future activities.

Throughout the report, results will be portrayed by the use of graphs. Graphs used in these sections reflect only "satisfied" and "dissatisfied" responses. An employer could chose one of six response options to each survey question: very satisfied, satisfied, average, dissatisfied, very dissatisfied, or I don't know. "I don't know" and "average" responses were not used in the calculations. The graphs are based on a numerical assignment of "2" for each very satisfied or satisfied response and a "1" for each very dissatisfied or dissatisfied response. These assignments were tallied for each response and the total was divided by the total number of responses in each query to obtain a final "score." In this manner a score of "1.5" is the dividing point between satisfied and dissatisfied. This method has the effect of providing a more concentrated level of either employer "satisfaction" or "dissatisfaction."

Finally, appendices are included which contain a summary of reports from prior years, copies of the survey instruments, and a summary of the 1991-92 results for each specific survey.

SECTION II. THE SPECIFIC SURVEYS

> **"Primary education in Florida leaves much to be desired. Vo-Tech in my opinion is the answer. They do a great job. I have lived in Florida since 1957. I feel that the Vo-Tech in my area has done a fantastic job."**
>
> **... A Florida Employer**

A. PROCESS

1. Background

The 1991-92 specific employer opinion survey process replicated procedures used since 1989-90. Its purpose was to gauge employer perceptions regarding the educational and training preparations of their employees who were trained in specified occupational areas. Survey components were selected from the intended outcomes associated with each specific program. These elements were outlined in the Vocational Course Code Standards Manual of the Division of Vocational, Adult and Community Education.

Representatives of the Division of Community Colleges, the Division of Vocational, Adult and Community Education, the Postsecondary Education Planning Commission, and the Florida Council on Vocational Education were consulted by FETPIP staff to determine those program areas for which information was desired. Through this interchange eight specific program areas were chosen for review. Once these were determined, the core curriculum was analyzed to determine an array of intended outcomes for use as survey elements. Employer responses to these elements were then used as indicators of employer satisfaction with each specific program's preparation areas.

Additionally, in a pilot effort, all program records within the FETPIP data base associated with Chipola Junior College (CJC) were selected for inclusion in a separate survey effort.

Table 1 shows these nine specific survey areas and their associated programs.

TABLE 1

CHILD CARE SERVICES	**ELECTRONICS**	**ENGINEERING**
•Child Care Services	Electrical Technology	Communication Engineering Technology
Child Care Aide	Commercial & Industrial Electricity	•Electronics Engineering Technology
Child Development & Evaluation	•Industrial Electronics	Biomedical Equipment Engineering Technology
Child Care Supervision	Electronic Technology	**FIREFIGHTING**
COMPUTER PROGRAMMING & ANALYSIS	**CHIPOLA JUNIOR COLLEGE (CJC)**	•Firefighting
•Computer Programming & Analysis	Correctional Officer	**FOOD PREPARATION & SERVICES**
Data Processing Operations	Law Enforcement	•Commercial Foods & Culinary Arts
Computer Programming Trainee	Nursing Assistant	Food Management, Production/Services
DENTAL ASSISTING	Rehab Treatment Tech	**HOSPITALITY MANAGEMENT**
•Dental Assisting	Firefighting	•Hospitality Management
Dental Hygiene	General Survey	Hotel/Motel Management
		Restaurant Management

• - designates the "core" program used to select survey elements

2. Employer Selection

> **"I don't know if my dissatisfaction is with the one employee that I hired that trained in Florida vocational schools or if it is the system."**
>
> **...A Florida Employer**

The "universe" of employers for each survey was defined as those employers who hired postsecondary vocational completers from subject programs during the period October 1 through December 31, 1990 and were contained within the FETPIP data base. The Placement Information Program's 1990 sample employer file contained 21,986 public and private firms that had hired former students from a variety of educational training settings. Of this number 11,732 firms hired postsecondary program completers. These firms were chosen as the "universe" of employers familiar with the job preparation characteristics of completers of postsecondary vocational education programs. From this data base all program records associated with the selected vocational programs were extracted. These records were evaluated by FETPIP staff to determine those records that reflected training-related employment associated with each specific program area. Table 2 shows the eight program specific and one Junior College survey areas. It shows the total number of program participants, how many of those were determined to be training-related, and the number of unique employers associated with each program area.

TABLE 2

Selected Program Areas and Associated Vocational Programs

VOCATIONAL PROGRAM AREA	PROGRAM PARTICIPANTS	TRAINING RELATED EMPLOYMENT	UNIQUE FIRMS
Child Care Services	256	123	89
Programming & Analysis	292	145	119
Dental Assisting/Hygiene	395	330	288
Electronics	323	180	109
Engineering	243	134	87
Firefighting	917	338	112
Food Preparation & Srvcs	91	57	46
Hospitality Management	95	60	44
CJC	338	243	94
TOTALS	2950	1610	988

3. The Survey Instrument

The instruments used for the 1991-92 project retained the same general character and format that was used during the 1990-91 project year. Queries were presented in three categories.

Part 1 - Hiring Needs. In this section, employers were asked to identify specific occupations in which they were experiencing difficulties in finding qualified applicants.

Part 2 - General Preparation. In this area, respondents were asked four general questions about the general education and employability preparation of their employees. These four questions have been a part of these surveys since they were initiated.

Part 3 - Specific Occupational Preparation. Questions from this area were chosen from the intended outcomes for each specific area core program as outlined in the Vocational Course Code Standards Manual as set forth by the Division of Vocational, Adult and Community Education. An example of each survey instrument is included in the Appendixes B through J.

4. The Survey Mailout Process

An initial mailout to 988 firms occurred during the week of January 6th, 1992. Surveys were remailed to non-responding employers during the last week of January 1992 and again on February 17th, 1992. Telephone follow-ups and personal visits were used as well. Response data were monitored and recorded by a computer program that supports the project.

B. FINDINGS

"Excellent assessment skills; excellent documentation skills. Need more emphasis on their role as leaders and teachers"!

... A Florida Employer

In this section four common data elements are summarized for all survey areas. These four common elements are 1) overall employer response, 2) employer response by question response option, 3) overall basic skills, and 4) overall occupational preparation skills. Each area will be reviewed separately. Junior College results will be presented only where sufficient employer responses had been received.

Graphs will be the primary vehicle used to present survey data. Graphs used in this section are based on only "satisfied" and "dissatisfied" responses.

The graphs are based on a numerical assignment of "2" for each very satisfied or satisfied response, and a "1" for each very dissatisfied or dissatisfied response. These assignments were tallied for each response and the total was divided by the total number of responses in each query area to obtain a final "score". Responses that reflected "average" or "I don't know" were not included. This approach provides a more concentrated level of either employer satisfaction or dissatisfaction and creates a score of "1.5" which is to be considered neither satisfied nor dissatisfied. For discussion purposes scores above 1.75 will be considered "quite satisfied" while scores below 1.25 to be "quite dissatisfied".

Table 3 reviews response rates by survey type to show which groups responded most and which the least. Aggregate survey response options are examined in Table 4 to reveal the percentages each response option received. This is presented to better understand which employer group was most- or least- satisfied and which group reflected the most "average" and "I don't know" responses. Each survey area is summarized first for basic skills and then for occupational preparation areas in Figures 1 and 2.

1. Responses

"I need to see improvement in personal skills such as appearance, esp. proper clothing, verbal communication, drug free, take pride in work - not just to get it done."

... A Florida Employer

Through the process outlined above, 988 firms were mailed a survey package. Only ten surveys were returned as undeliverable or out of business by the United States Postal Service. Of those receiving survey packages, 720 employer responses were returned for a response rate of 73%. Table 3 reflects employer responses by program area.

TABLE 3
Employer Response by Vocational Program

VOCATIONAL PROG AREA	TOTAL FIRMS	NO. OF RESPONSES	RESPONSE RATE
Child Care Services	89	64	72%
Computer Prog & Analysis	119	79	68%
Dental Assisting	288	221	77%
Electronics	109	81	75%
Firefighting	112	89	80%
Food Preparation & Srvcs	46	31	67%
Hospitality Management	44	30	68%
Engineering	87	58	67%
Chipola Jr. College	94	68	72%
TOTALS	988	720	73%

Table 3 shows that Firefighting (80%) and Dental (77%) Assisting employers responded at the highest rates while Food Preparation and Services and Engineering (67%) employers at the lowest.

2. Survey Response Category Comparisons

This second comparison is presented to show program areas employer responses by survey response option. An employer could choose one of six survey options as a response to each survey element: "very satisfied", "satisfied", "average", "dissatisfied", "very dissatisfied", or "I don't know".

Table 4 reflects this year's employer responses with respect to the percentages each response category received.

TABLE 4

SURVEY AREAS	RESPONSE OPTIONS					
	VS	SAT	AVE	DISSAT	VD	IDK
CHILD CARE SERVICES	13%	27%	36%	8%	5%	11%
COMPUTER PROGRAMMING	7%	22%	42%	11%	2%	16%
DENTAL ASSISTING	8%	36%	37%	11%	3%	4%
ELECTRONICS	4%	19%	39%	13%	4%	21%
ENGINEERING	5%	33%	39%	8%	2%	13%
FIREFIGHTING	11%	31%	42%	9%	3%	4%
FOOD PREP & SRVCS.	3%	30%	30%	10%	1%	26%
HOSPITALITY MGMT.	9%	13%	42%	9%	2%	25%
CHIPOLA JR. COLLEGE	5%	23%	44%	11%	3%	14%
OVERALL	7%	26%	39%	10%	3%	15%

KEY

VS = VERY SATISFIED
SAT = SATISFIED
AVE = AVERAGE
DISSAT = DISSATISFIED
VD = VERY DISSATISFIED
IDK = I DON'T KNOW

Table 4 shows that 7% of all survey responses fell into the category of "very satisfied". The two programs with the highest percentage of very satisfied responses were child care services (13%) and firefighting (11%). The two programs with the lowest percentage of very satisfied responses were food preparation and services (3%) and electronics (4%).

The "satisfied" response option reflected 26% of all responses. Dental assisting (36%) and engineering (33%) were the two programs with the highest percentage of satisfied responses. The two program areas with the lowest percentage of satisfied response were hospitality management (13%) and electronics (19%). By combining very satisfied and satisfied responses 33% of all survey responses were satisfied. Using this calculation 42% of all firefighting and 40% of all child care services responses were "satisfied".

The "average" response category reflected 39% of all survey responses were in that category. The "average" response was the most chosen of the six response options. The program areas with the highest number of average responses were the general survey respondents from the FJCC employers (44%) and hospitality management and firefighting (40%). Only 30% of the food preparation and services responses were average.

A total of 10% of all survey responses were "dissatisfied". The electronics program area reflected the highest percentage of dissatisfied responses (13%) while engineering (8%) and child care services (8%) had the lowest percentage of dissatisfied responses.

A total of 3% of all survey responses were "very dissatisfied". Child care services (5%) had the highest percentage of very dissatisfied responses and food preparation and services (1%) had the lowest percentage of very dissatisfied responses. By combining very dissatisfied and dissatisfied responses 13% of all survey responses were dissatisfied. Using this calculation, 17% of all electronics responses were "dissatisfied" which was the highest for all program areas. The program area of engineering (10%) had the lowest percentage of dissatisfied responses.

The "I don't know" response option reflected 15% of all survey responses. The program areas of electronics (21%), hospitality management (25%), and food preparation and services (26%) received the highest percentages of responses within this category. Note that only 4% of the firefighting employer responses were in the category of I don't know. This category reflected the widest range of response from 26% for food preparation and services to only 4% for firefighting employers.

In summary, the program area of firefighting combined to have the highest percentage of satisfied responses, the lowest dissatisfied response, and the least I don't know responses. The electronics program area employers conversely reflected the lowest percentage of satisfied responses, the highest percentage of dissatisfied responses, and nearly the highest percentage of "I don't know" responses. Firefighting, dental assisting, and child care services employers were the most satisfied while electronics employers were the least satisfied.

3. Overall Basic Skills

> **"Employees must learn to read & write, understand basic math, understand what business is, what profitability and customer relations are - people in Florida rate poorly in this area."**
>
> **... A Florida Employer**

For the purposes of this survey effort, basics skills are comprised of math computations, verbal and written communication skills, employability skills, and a number of "basic" job specific skills. Figure 1 depicts aggregate responses for all surveys for these areas.

FIGURE 1
OVERALL COMPARISON OF BASIC SKILLS

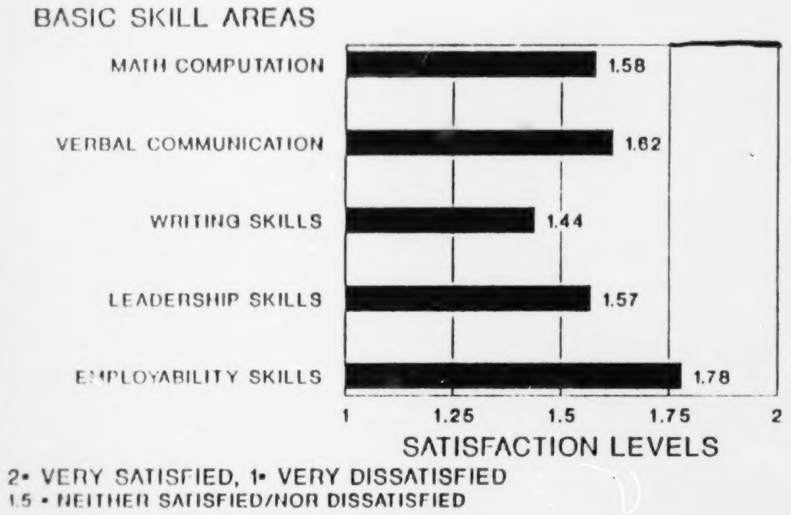


FIGURE 1 COMMENTS: Four of the five basic skill areas reflected employer satisfaction. For math computation, verbal communication, leadership skills, and employability skills, employers reflected levels of satisfaction. Engineering employers (1.94) were most satisfied with the math skills of their employees while the junior college general survey (1.33), and the food preparation and services (1.33) employers were most dissatisfied. Within the area of verbal communication, the dental (1.77) and hospitality management (1.82) employers were most satisfied. Hospitality management employers also were most satisfied with the leadership skills (1.67) of their employees. Employability skills reflected the highest level of employer satisfaction with food preparation and services (1.83) employers being most satisfied. One basic skill area, written communication skills, reflected overall employer dissatisfaction. The electronics (1.30), junior college general survey (1.20), and the food preparation and services (1.36) employers were most dissatisfied with their employee's written communication skills. Overall, the majority of basic skills reflected a level of satisfaction for each survey area. This is inconsistent with prior general survey results where employers have generally been dissatisfied with many basic skills.

4. Overall Occupational Skills

"Actual technical skills are satisfactory, while primary skills need more work.

... A Florida Employer

There were approximately one hundred and fifty separate occupational preparation areas covered within the nine different employer surveys. Figure 2 is a composite look at the area of occupational preparation for the eight program specific and one general employer survey.

FIGURE 2
SUMMATION OF OCCUPATIONAL SKILLS
FOR ALL PROGRAM AREAS

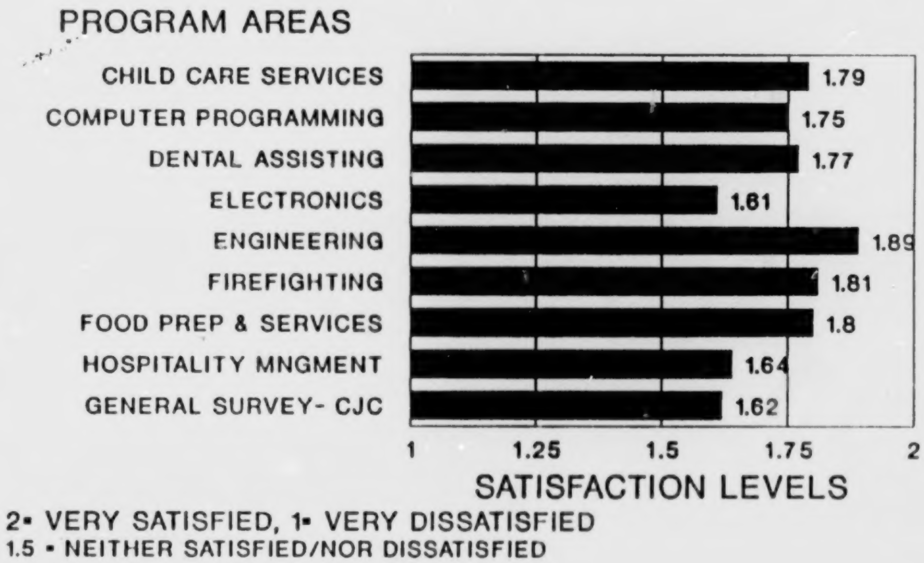


FIGURE 2 COMMENTS: Each program-specific survey reflected employer satisfaction with the occupational preparation of its employees. The two program areas where employers were most satisfied with job-related skills were engineering (1.89) and firefighting (1.81). The surveys where employer satisfaction was the lowest were electronics (1.61) and the general survey of employers where training relatedness could not be established (1.62).

C. ADDITIONAL FINDINGS

"Need to stress cooperation, positive attitudes & the importance of being a "willing worker" - This costs more employees their jobs than anything else."

... A Florida Employer

1. Follow-up Activities

Follow-up activities replicated prior year procedures. Follow-up activities consisted of survey remails to non respondents, telephone contact, and on-site employer visits. The following narrative summarizes the findings and insights gained through those activities.

a. Survey Remails

An initial survey mailout to 988 employers was sent during the week of January 13th, 1992. Initial survey mailouts generated 283 employer responses for a response rate of 29%. An initial response rate of approximately 30% was consistent with prior survey initial mailings. Two survey remails (January 29th and February 17th) were sent to non-respondents. The first remail produced nearly the same results as the initial mailout in that 231 of the non-responding employers returned their surveys. The second remail along with the telephone contact and on-site visits produced an additional 137 responses. Clearly, subsequent employer contacts produced fewer results. The initial mailout of surveys generated the highest percentage of total responses. The initial mailout produced 283 or 39% of the total of 718 employer responses. The first remail generated 231 responses or 32% of the total while the final remail along with phone and on-site visits produced an additional 137 responses or 19% of the 718 total employer responses.

b. Employer Visits

Thirty employers were visited to obtain a completed general employer opinion survey and to collect additional bits of information associated with the project. Employer contacts were concentrated to the program areas of computer programming, food preparation and services, hospitality management and engineering where the response rate was particularly low.

Visits were concentrated to four geographical locations - the Duval, Orange, Hillsborough - Pinellas, and Jackson county areas. One area, Jackson County, was rural. The other three were urban centers. This in itself reflected a major difference. Fourteen of the firms visited were large firms that employed over 500 people. The rest were medium size employers employing from 17 to approximately 150 people. It was very evident from employer discussions that urban area employers had a large pool of applicants available to screen for entry-level employment. The larger firms exhibited a sophisticated process where literally hundreds of applicants were screened to fill a much smaller number of job openings. This screening process favored those potential upper skill level employees. The urban areas appeared to be an employer's market where many applicants were seeking a much smaller number of jobs. The type of industry did not seem to influence this process in that food, hotel, engineering, and computer services all exhibited similar behavior. Smaller area firms in contrast did not have the time, screening, or pool of applicants to obtain needed employees.

Smaller firms reflected an immediate need for a range of job specific competencies. Firms of all sizes desired to keep the skilled labor that they currently employed and sought to further develop the existing skills of those employees.

c. Employer Telephone Contacts

Telephone calls were made with the assistance of two FETPIP staff members to 137 employers over a two week period. Contacts were concentrated to those program areas that had the lowest response rates. All non-respondents from electronics, engineering, food preparation and services, and hospitality management areas were called by FETPIP staff. These employers were called after failing to respond to the mail follow-up process. These calls resulted in an additional 41 responses from the 137 calls or an additional response rate of 30%.

Three major difficulties were encountered by staff in making telephone contact: 1) finding an appropriate and willing person to respond to the survey, 2) having the immediate time to complete the survey and, 3) being able to associate the survey request with vocational program completers within their employ. The first two in combination resulted in the majority of employers requesting that the Project remail or FAX them another survey. This produced a limited number of additional responses. The third frequently resulted in the response "I don't know" concerning the specific vocational questions. Even though employers felt unable to make the association with vocational educational training, the majority had negative feelings about public education and basic skill preparation and responded to the four general questions. Telephone responses were consistent with mail and on-site responses described within this report.

The FAX process offered an immediate opportunity to present survey materials and information to employers. This also allowed employers the availability to also respond by FAX, although a larger portion of the employers chose to mail their returns in.

2. Employer Comments

Contained within each employer survey were two areas for employer input or comment. The first area was an open ended option to add any current or future job titles or occupational areas where the employer felt additional applicants were needed. The other offered the employer an opportunity to add any additional comments, suggestions, or recommendations. The vast majority of employers left each area blank. When they did respond the most common response in the first area was for a specific type of training needed within that particular industry. For instance, computer programming employers requested particular training in Wordperfect, Lotus, SAS, or some other specific software or hardware programs. The second employer comment area produced the many employer quotes seen throughout the report. These direct comments are offered throughout the report to reflect the feelings of responding employers.

SECTION III. CHILD CARE SERVICES

"Personality plays a big part in how successful a teacher will be. Desire to be good, basic common sense, love for children, ability to be co-operative with fellow teachers - no background, stress or frustration to spill over into a classroom, no ego problems. These qualities are extremely important to me, and I am thankful to have this within my faculty!"

...A Florida Employer

A. RESPONSES

All 89 employers associated with a training related completer within the selected area of child care services received the survey instrument. Of those employers, 72% or 64 employers responded to the survey request.

B. HIRING NEEDS

The first question requested that employers identify those child care services occupations in which they were experiencing difficulty finding qualified applicants. Occupations were selected from those child care services program areas presented in the Vocational Education Program Course Standards Manual. There were seven occupational areas listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as was appropriate. Figure 3 shows the Florida child care services employer's response to this question area.

FIGURE 3
EMPLOYER HIRING NEEDS
CHILD CARE SERVICES

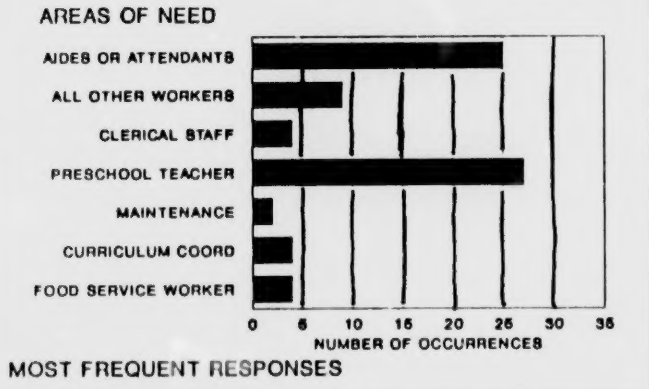


FIGURE 3 COMMENTS: Employers experienced the most difficulty finding child care attendants/aides/workers and preschool teachers. All other areas reflected little need for additional applicants.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and the work habits of their employees. Figure 4 is a graphic presentation of those four areas and their calculated levels of satisfaction from the general opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 4
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

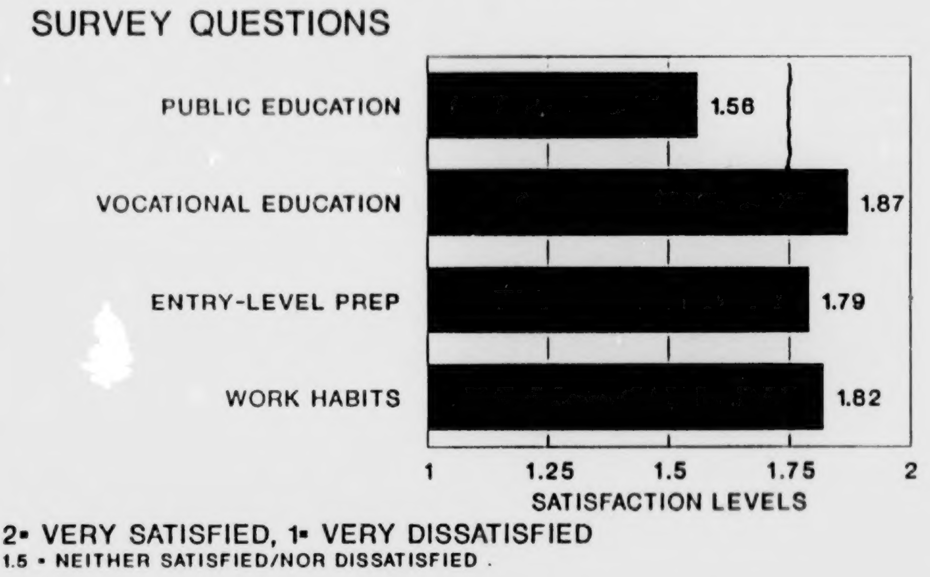


FIGURE 4 COMMENTS: Responses indicated that employers were very satisfied with vocational education (1.87), entry-level preparation (1.79), and employee work habits (1.82). They were also satisfied with public education (1.56). Most responses were consistent with findings in the following sections and prior year survey results. However, the satisfied response with public education is unlike other results discussed within the report where employers generally were dissatisfied with all phases of public education.

D. OVERALL OCCUPATIONAL PREPARATION

> **"Verbal and written communication are areas of constant concern."**
>
> **...A Florida Employer**

The overall level of employer satisfaction for child care services occupational preparation was 1.75. There were 16 survey components within the area of work force preparation, Part C, of the child care services survey. These questions were separated into three groups: basic skills, job related or technical skills, and communicative or interpersonal skills which are referenced as interactive skills. These groups depicted various knowledge or preparation areas contained within the core child care services curriculum as defined by the Vocational Education Program Course Standards Manual. These three general areas with their specific internal components are displayed graphically in Figures 5, 6, and 7.

1. **Basic Skills** - The overall satisfaction level for basic skills preparation was 1.73, or satisfied. Figure 5 looks at five categories of basic skills preparation including math, verbal, and written skills along with the knowledge areas of child care regulations and child abuse laws.

FIGURE 5
EMPLOYER SATISFACTION LEVELS WITH INTENDED PROGRAM OUTCOMES

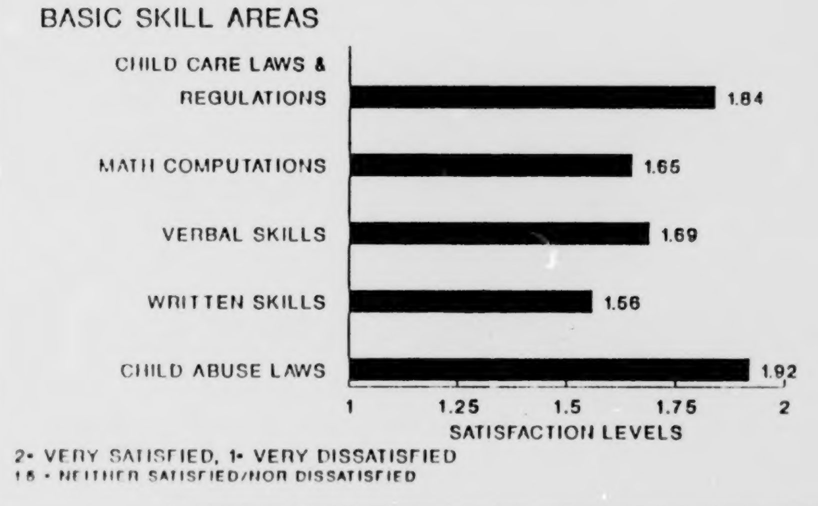


FIGURE 5 COMMENTS: Of particular interest is that all basic skill areas reflected a level of employer satisfaction. This is in contrast to findings in other training areas where employers typically have reflected dissatisfaction with all basic skills, particularly math, verbal and written skills. Additionally, note the high level of satisfaction with the employee's knowledge and understanding of the child care laws and regulations (1.84), and child abuse laws (1.92).

2. Job-related or Associated Skills

> **"Students need a course in fitting into the workplace and proper office decorum - (knowing the chain of command and inner workings of the office before they come in like gang busters stepping on the wrong toes and making problems) - knowing how to express themselves and their ideas courteously without seeming like an intruding know-it-all."**
>
> **... A Florida Employer**

The overall score for job-related or associated skills was 1.82 or very satisfied. Figure 6 shows responses for six specific areas associated with the guidance, development, and implementation of a child care program.

FIGURE 6
EMPLOYER SATISFACTION LEVELS WITH
INTENDED PROGRAM OUTCOMES

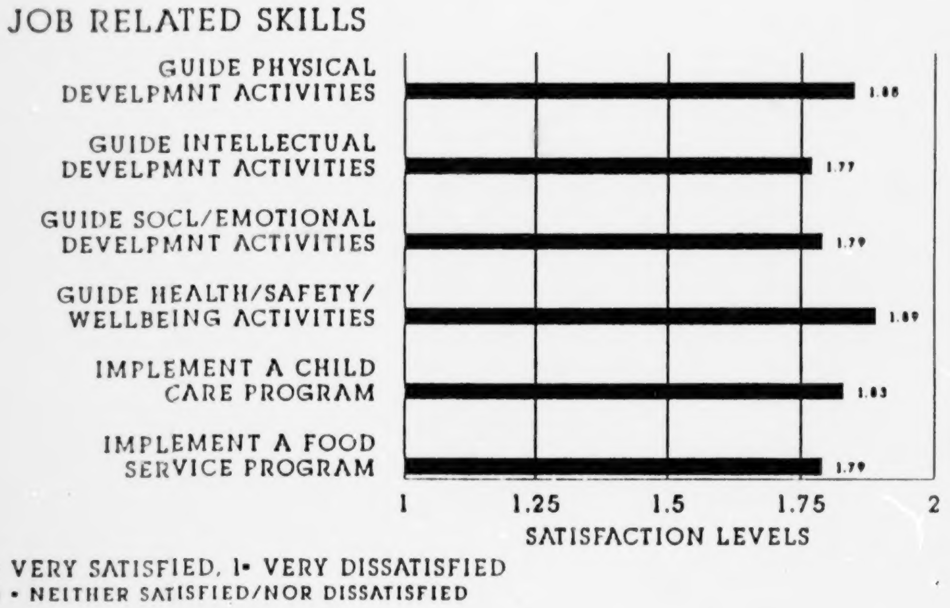


FIGURE 6 COMMENTS: All elements in this inquiry area showed relatively high levels of employer satisfaction. Rating particularly high were employees' ability to guide physical development and health, safety, and wellbeing activities (1.89).

3. Interactive Skills

> "Employees need to be people - oriented. They need the ability to communicate in public."
>
> ... A Florida Employer

The overall score for this area was 1.70 indicating satisfaction with all of these skills. Figure 7 examines a variety of responses associated to the communicative or interactive skill preparation area.

FIGURE 7
EMPLOYER OPINIONS WITH
INTENDED PROGRAM OUTCOMES

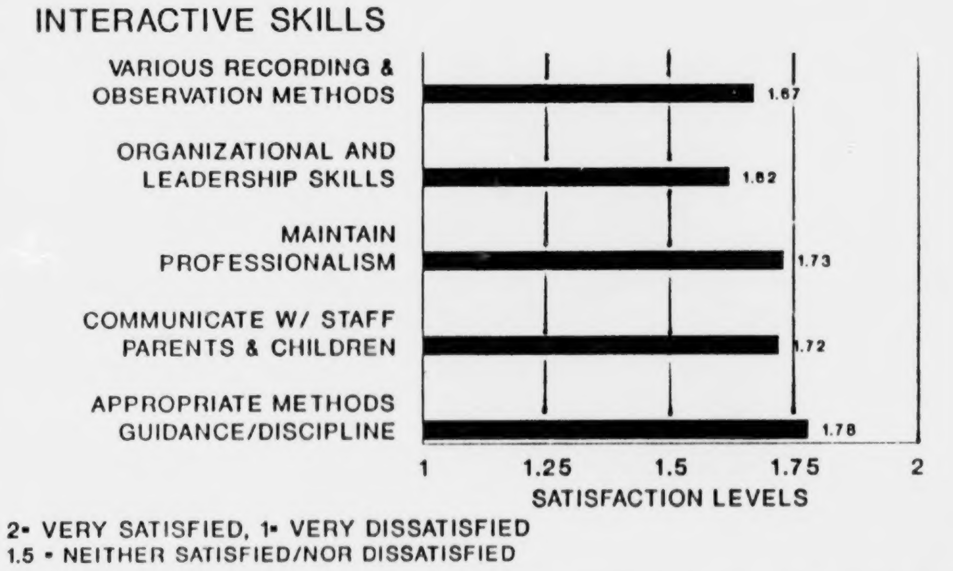


FIGURE 7 COMMENTS: The overall area of communication and interactive skills scored the lowest level of employer satisfaction of the three preparation areas for child care services. Employers rated their employee's ability to use appropriate methods of guidance and discipline highest (1.78) and their organizational and leadership skills lowest (1.62).

SECTION IV. COMPUTER PROGRAMMING & ANALYSIS

> **"I would appreciate having programmers who have a firm understanding that people are involved in the process after the programs are designed. Computers support people - people do not exist to support computers."**
>
> **... A Florida Employer**

A. RESPONSES

Of the 119 employers identified as having hired a training related completer within the program area of computer programming and analysis three were returned as out of business or undeliverable. Of these, 79 or 68% responded to the survey request.

B. HIRING NEEDS

This first question requested that employers identify those computer programming and analysis occupations in which they were experiencing difficulties in finding qualified applicants. Occupations were selected from those related program areas presented in the Vocational Education Program Course Standards Manual. There were twenty-four occupational areas listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 8 shows the 11 computer-related occupations where Florida employer's identified the highest need.

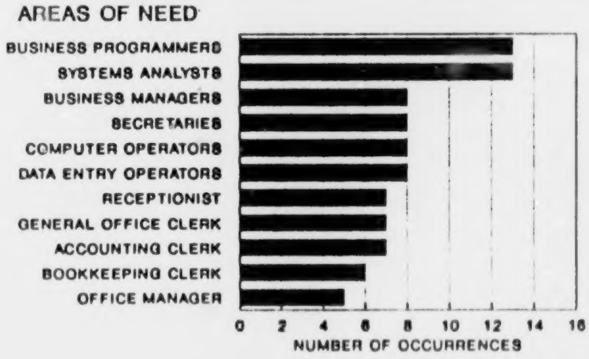


FIGURE 8
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

FIGURE 8 COMMENTS: Employers clearly have the most difficulty finding systems analysts, business programmers. Also, a majority of the other "office" occupations reflected a need of additional qualified applicants.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

> **"A greater emphasis must be placed on reading, math, oral and written communication skills and on reasoning."**
>
> **... A Florida Employer**

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and the work habits of their employees. Figure 9 is a graphic presentation of those four areas and their calculated levels of satisfaction from the computer programming and analysis opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 9
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

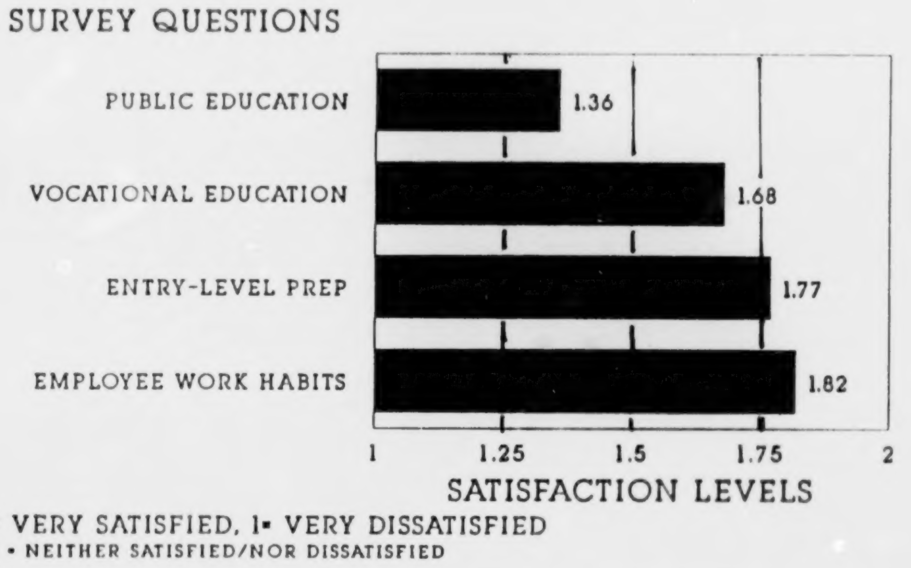


FIGURE 9 COMMENTS: Responses indicated that employers were satisfied with vocational education (1.68), entry-level preparation (1.77), and were especially satisfied with employee work habits (1.82). Employers were dissatisfied with public education (1.36). These responses are generally consistent with findings in the following sections and prior year survey results.

D. OVERALL OCCUPATIONAL PREPARATION

> **"Employees need more program documentation - knowledge of different systems. One employee was trained on IBM, but we have a Unisys mainframe. A lot of time was spent in familiarization with our machine. (i.e. 6 months)"**
>
> **...A Florida Employer**

There were 20 survey components within the work force preparation section of the computer programming and analysis survey. These questions were separated into three groupings: basic skills, office activities, and technical or job related skills. Each of these included a series of questions depicting various knowledge or preparation areas contained within the core computer programming and analysis curriculum. These three areas with their specific internal components are displayed graphically in Figures 10, 11, and 12.

1. **Basic Skills** - The overall satisfaction level for basic skills preparation was 1.57, or satisfied. Figure 10 depicts six basic skill components and their reflected employer responses.

FIGURE 10
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

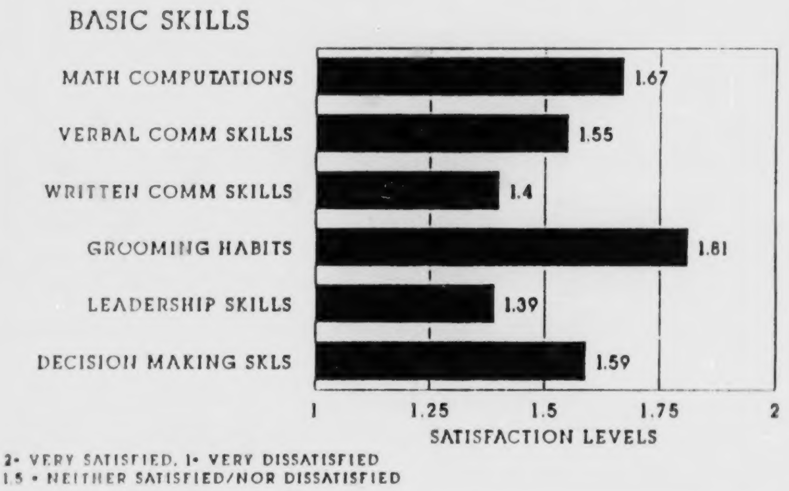


FIGURE 10 COMMENTS: Overall, employers were slightly satisfied with this skill area. Employers were most satisfied with employee grooming habits (1.81). The other areas of verbal communication skills (1.55), math computations (1.67) and decision making skills (1.59) exhibited satisfaction while the areas leadership skills (1.39) and written communication skills (1.4) reflected employer dissatisfaction.

2. Office Activities

The overall score for the area of office activities was 1.76 or very satisfied. Figure 11 shows responses for eight specific office activities.

FIGURE 11
EMPLOYER SATISFACTION LEVELS WITH INTENDED PROGRAM OUTCOMES

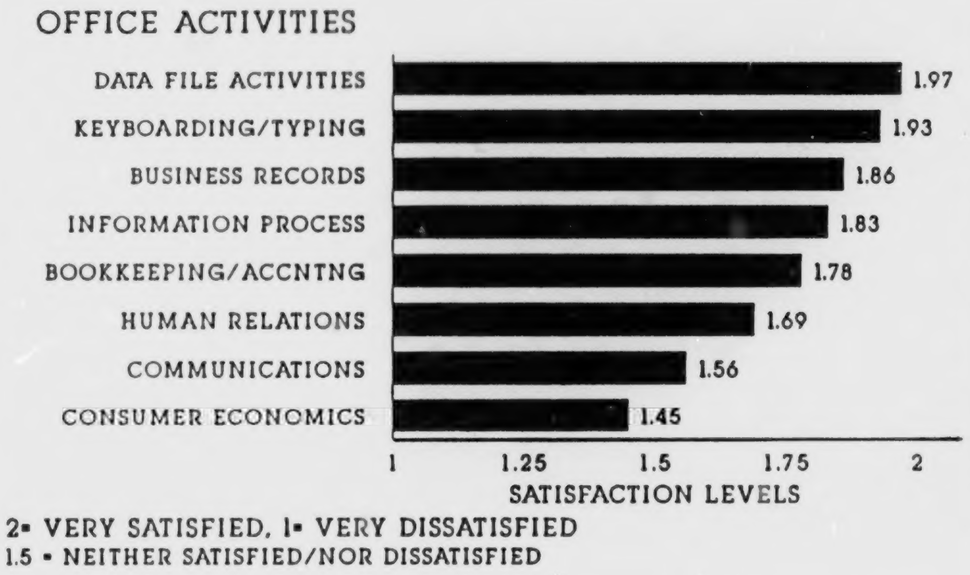


FIGURE 11 COMMENTS: This inquiry area showed a wide range of levels of employer satisfaction. Rating particularly high were the areas of keyboarding/typing (1.93) and data file activities (1.97). Rating both the lowest and only dissatisfied element within the office activity area was the performance of consumer economics activities (1.45).

3. Technical or Job-related Skills

"Employees need to be people - oriented. They need the ability to communicate in public.

...A Florida Employer

The overall score for this area was 1.73 indicating satisfaction with all of these skills. Figure 12 examines responses to these six technical or job-related skill areas.

FIGURE 12
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

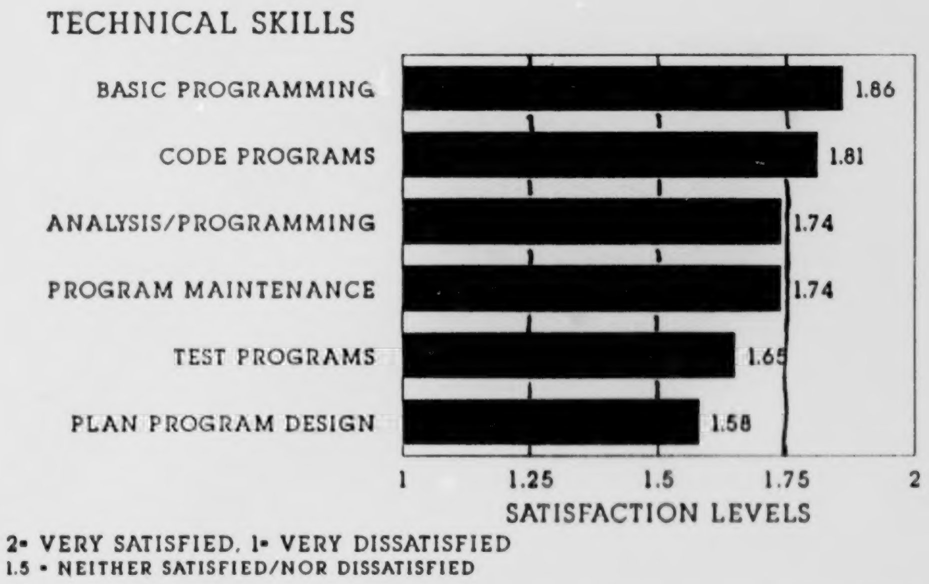


FIGURE 12 COMMENTS: All technical skill components reflected employer satisfaction. The two skills with the highest levels of employer satisfaction were basic programming (1.86) and the coding of programs (1.81). The two lowest ranking areas were planning the program design (1.58) and testing programs (1.65).

SECTION V. DENTAL ASSISTING

"I view vocational training as absolutely essential for the health of our citizens."

...A Florida Employer

A. RESPONSES

Of the 288 employers identified as having hired a training-related completer within the program area of dental assisting or hygiene one was returned as out of business or undeliverable. Of these, 77% or 221 responded to the survey request.

B. HIRING NEEDS

This first inquiry requested that employers identify those dental assisting/hygiene occupations in which they were experiencing difficulties in finding qualified applicants. As with other surveys, occupations were selected from those related program areas presented in the Vocational Education Program Course Standards Manual. There were 18 health related occupations listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 13 shows 8 areas where Florida dental employer's identified their highest need.

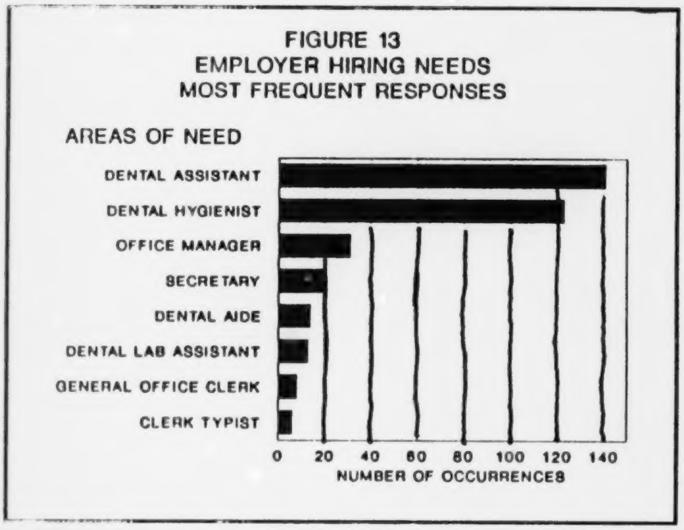


FIGURE 13
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

FIGURE 13 COMMENTS: Employers had the most difficulty finding dental hygienists and dental assistants. They had comparatively little difficulty with any other dental office positions.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and work habits of their employees. Figure 14 is a graphic presentation of those four areas and their calculated levels of satisfaction from the dental assisting opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 14
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

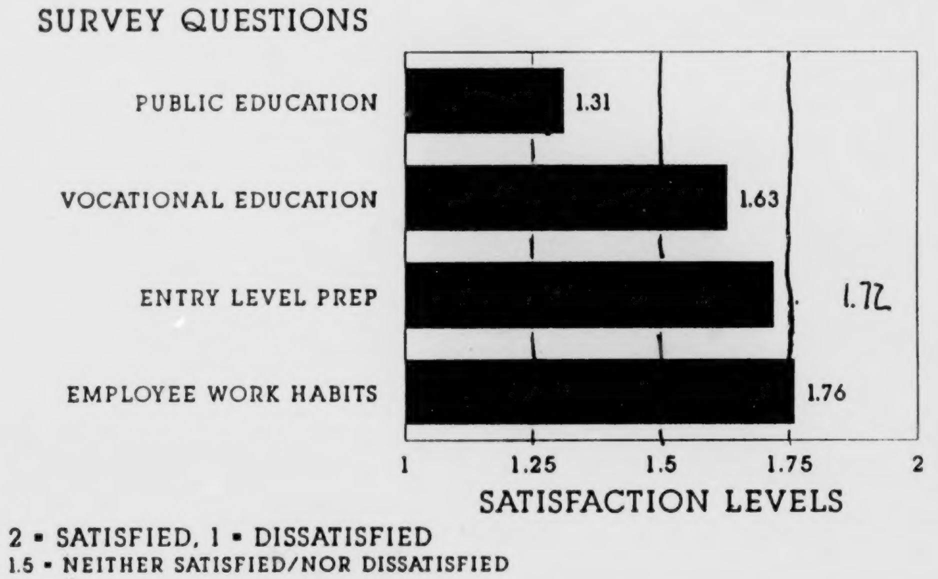


FIGURE 14 COMMENTS: Responses indicated that employers were satisfied with vocational education (1.63), entry-level preparation (1.72), and most satisfied with employee work habits (1.76). Employers were dissatisfied with public education (1.31). These responses are generally consistent with other findings discussed in this report.

D. OVERALL OCCUPATIONAL PREPARATION

> **"I think these people should be screened more carefully before they enter their vocational training. It seems many new dental assistants do not possess the skills that employers look for, and therefore may have trouble getting a good job. Also I have noticed over the years that many of these workers do not have a good elementary education in that many can't spell the simplest of words. It is not uncommon for me to stay after work to teach new employees the sounds of the vowels."**
>
> **... A Florida Employer**

There were 18 survey components within the work force preparation section of the dental assisting survey. These questions were separated into three general areas: basic skills, technical skills and office/patient services. Each of these included a series of questions depicting various knowledge or preparation areas contained within the core dental assisting curriculum. These three areas with their specific internal components are displayed graphically in Figures 15, 16, and 17.

1. **Basic Skills** - The overall satisfaction level for these six basic skills was 1.75, or very satisfied. Figure 15 looks at six areas of basic skills and their respective employer responses.

FIGURE 15
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

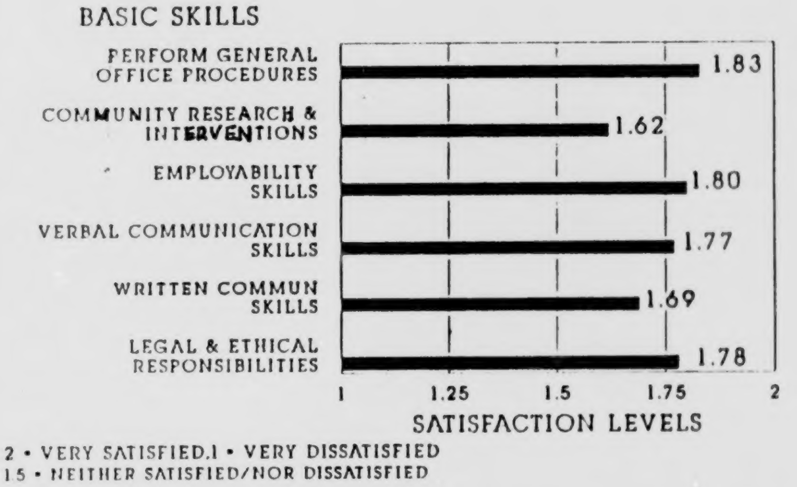


FIGURE 15 COMMENTS: Overall, employers were satisfied (1.75) with all skill areas in this section. The two areas rating the highest levels of employer satisfaction were employees' capability to perform general office procedures (1.83) and exhibit their employability skills (1.80). Of particular interest are the high levels of employer satisfaction with the verbal (1.77) and written (1.69) communication skills of their employees. This is unlike a majority of employer responses where employers generally have had a lesser opinion of all basic skills.

2. Technical or Job-related Skills

"More clinic time is needed prior to student rotation. Students should at least feel comfortable with a suction in their hand. Excellent instructors - students need more "real" experience."

...A Florida Employer

The overall score for technical job related skills was 1.77 or quite satisfied. Figure 16 shows responses for six technical job related activities.

FIGURE 16
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

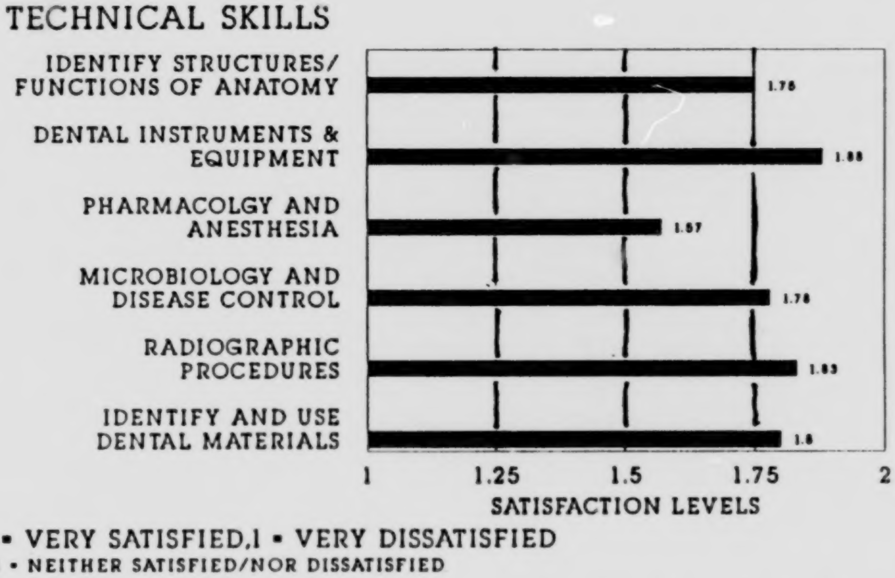


FIGURE 16 COMMENTS: All elements in this inquiry area showed comparatively higher levels of employer satisfaction than other areas of inquiry. Rating particularly high were the employees' knowledge of dental instruments and equipment (1.88) and their ability to identify and perform radiographic procedures (1.83). Their understanding of pharmacology and anesthesia (1.57) reflected the lowest level of satisfaction within the technical skills area.

3. Office or Patient Services Skills

> **"Greater emphasis should be placed on internships. Participants need to appreciate the physiology of materials, not only how but why they are used. The understanding of relating anatomy to charting or record keeping is lacking."**
>
> **... A Florida Employer**

The overall score for this area was 1.80 indicating a high level of employer satisfaction with these skills. Figure 17 examines employer responses for these six skill areas.

FIGURE 17
EMPLOYER SATISFACTION LEVELS WITH INTENDED PROGRAM OUTCOMES

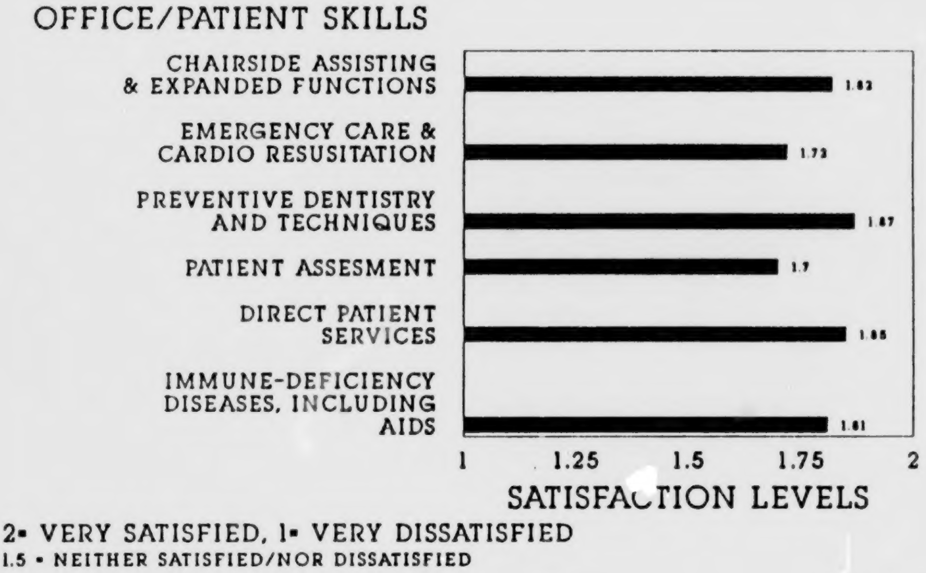


FIGURE 17 COMMENTS: The overall area of office and patient services skills scored the highest level of employer satisfaction of all the work force preparation areas for dental assisting. Employers rated their employee's knowledge of preventive dentistry and techniques (1.87) and their direct patient services (1.85) highest.

SECTION VI. ELECTRONICS

"The student is satisfactory after vocational school. The problem I see is the lack of math and other subjects to pass the entry exam into an apprenticeship program."

... A Florida Employer

A. RESPONSES

Of the 109 employers identified as having hired a training related completer within the program area of electronics, one was returned as out of business or undeliverable. Of those that received the survey, 81 or 75% responded to the survey request.

B. HIRING NEEDS

This first inquiry requested that employers identify those electronics industry related occupations in which they were experiencing difficulties in finding qualified applicants. Occupations were selected from those related program areas presented in the Vocational Education Program Course Standards Manual. There were 24 occupations listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 18 shows 9 areas where Florida electronic employers identified the most need.

FIGURE 18
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

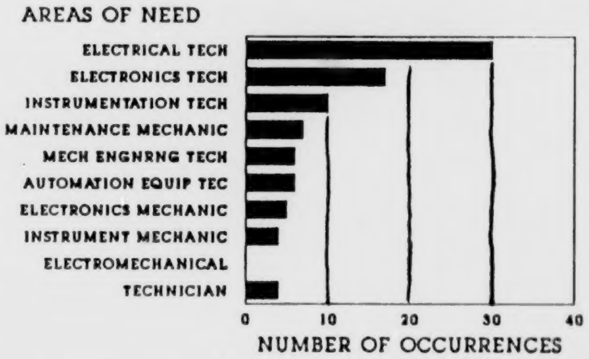


FIGURE 18 COMMENTS: Employers clearly had the most difficulty finding electrical and electronics technicians. Employers reflected little difficulty with any of the other occupations listed.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

> **"Verbal and written skills more important. Employees need a desire to work and to learn."**
>
> **...A Florida Employer**

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and the work habits of their employees. Figure 19 is a graphic presentation of those four areas and their calculated levels of satisfaction from the electronics opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 19
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

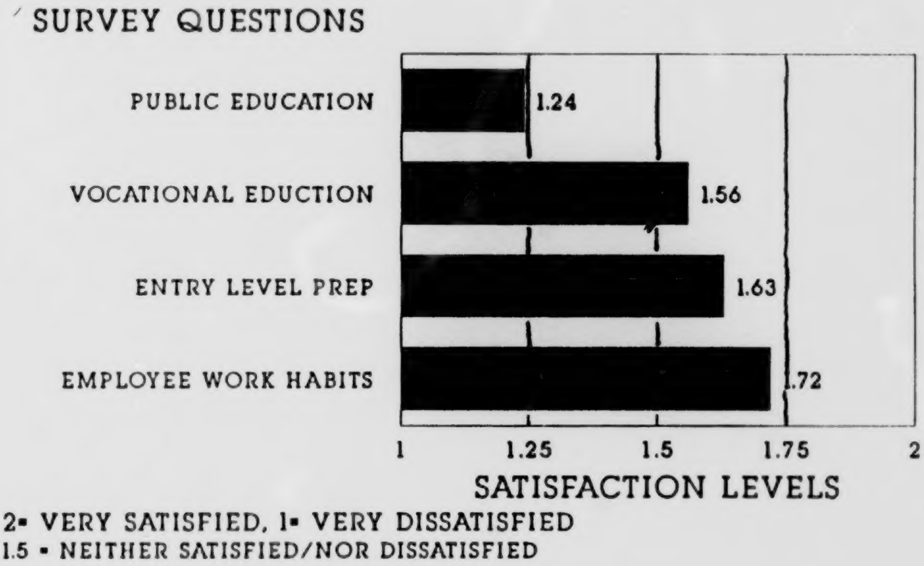


FIGURE 19 COMMENTS: Responses indicated that employers were satisfied with vocational education (1.56), entry-level preparation (1.63), and most satisfied with employee work habits (1.72). Electronic employers were the most dissatisfied of all employer groups concerning public education (1.24).

D. OVERALL OCCUPATIONAL PREPARATION

"A strong math background in addition to communication skills are needed."

...A Florida Employer

There were 30 survey components in the work force preparation section of the electronics survey. These questions were separated into three general areas: basic skills, job related skills and technical skills. Each of these included a series of questions reflecting various knowledge or preparation areas contained within the core electronics curriculum. These three areas with their specific internal components are displayed graphically in Figures 20, 21, and 22.

1. **Basic Skills** - The overall satisfaction level for basic skills preparation was 1.56, or slightly satisfied. Figure 20 looks at nine elements grouped as basic skills and their respective employer responses.

FIGURE 20
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

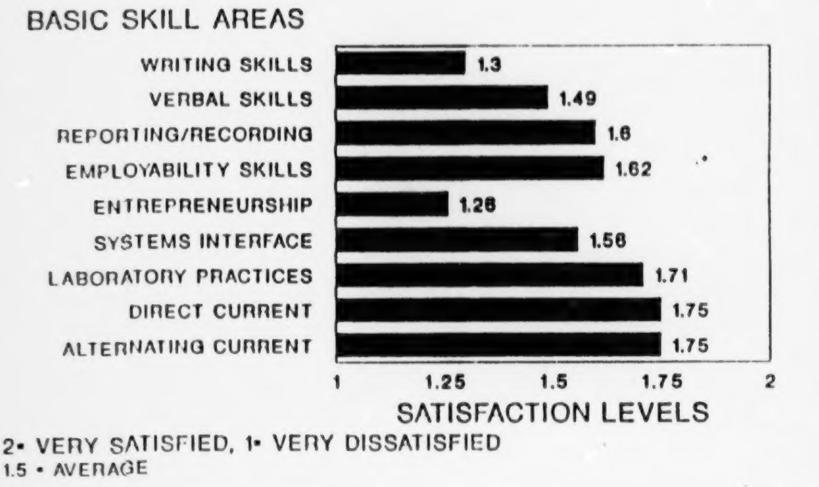


FIGURE 20 COMMENTS: Three of the basic skill areas reflected high levels of employer satisfaction: employees' understanding of alternating current (1.75), direct current (1.75) and laboratory practices (1.71). Employers were dissatisfied with three other basic skill areas: employees' understanding of entrepreneurship (1.26) and written (1.30) and verbal (1.49) communication skills. The remaining components reflected general satisfaction.

2. Job-related or Technical Skills

"New employees need more hands-on training."

...A Florida Employer

The overall score for job-related skills was 1.59 or satisfied. Figure 21 shows employer responses for nine specific job related skills.

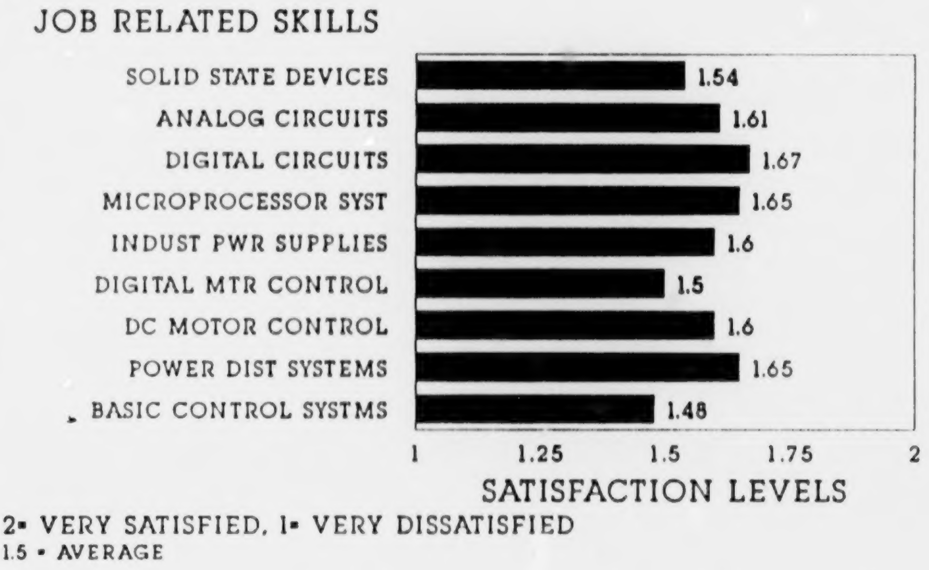


FIGURE 21
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

FIGURE 21 COMMENTS: The knowledge of basic control systems (1.48) reflected a level of employer dissatisfaction. All other elements in this inquiry area showed varying levels of employer satisfaction. Rating highest were employees' proficiency with digital circuits (1.67) and power distribution systems (1.65). The overall average for this area (1.59) is a relatively low level of employer satisfaction with job-related skills.

3. Technical Skill Proficiencies

> **"It would be beneficial if the technical schools would spend more time in the troubleshooting aspect of electronics."**
>
> **... A Florida Employer**

The overall score for this area was 1.63 indicating satisfaction. Figure 22 examines responses to 12 proficiencies within this skill area.

FIGURE 22
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

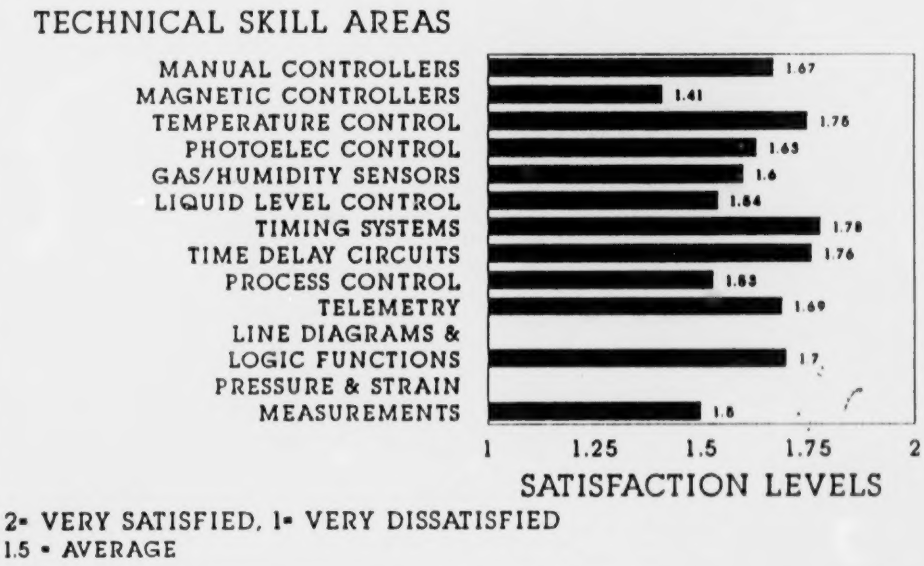
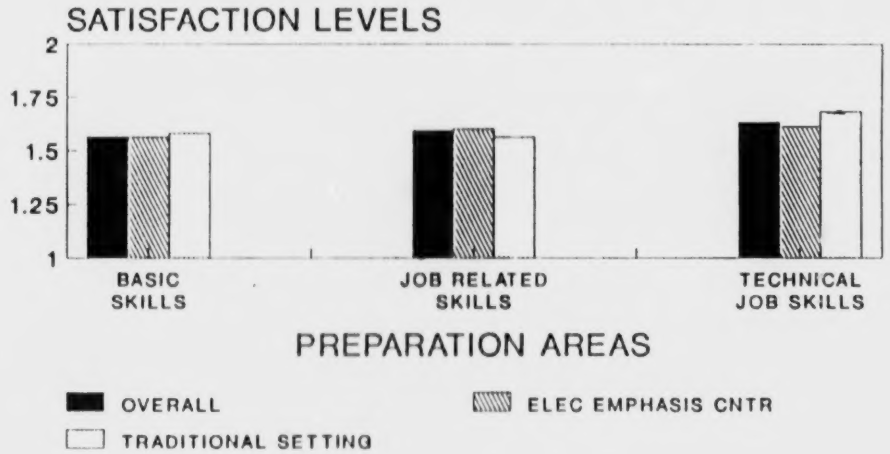


FIGURE 22 COMMENTS: Employer satisfaction was highest with employees' proficiency with timing systems (1.78), time delay circuits (1.76), and temperature controls (1.75). The only technical skill proficiency area with a level of employer dissatisfaction was an employees' understanding of magnetic controllers (1.41).

E. CENTERS OF ELECTRONIC EMPHASIS ANALYSIS

This section compares employer responses to the electronics survey from those associated with completers from "Centers of Electronic Emphasis" to those from more "traditional settings" in area vocational centers. All program records within the electronics survey associated to "Centers of Electronic Emphasis" were extracted for comparison with survey results from employers in traditional vocational settings. Three preparation areas: basic skills, job related skills, and technical skills are presented three ways: overall, associated with an Emphasis Center, and by traditional vocational settings in Figure 23. Those areas that comprise each preparation area can be viewed along with their respective employer responses earlier in this section in Figures 20, 21, and 22.

FIGURE 23
COMPARISON OF EMPLOYER RESPONSES
FOR CENTERS OF ELECTRONIC EMPHASIS



2= VERY SATISFIED, 1= VERY DISSATISFIED
1.5 = NEITHER SATISFIED/NOR DISSATISFIED

FIGURE 23 COMMENTS: In viewing the aggregate preparation area results, employers associated with the traditional vocational settings reflected slightly higher levels of employer satisfaction with basic and technical job skills. Employers associated with the Centers of Electronic Emphasis reflected a higher level of satisfaction with job-related skills.

SECTION VII. ENGINEERING

> **"Practical experience - basic research tools - ability to think - good job ethic. These are the things that are needed by employees."**
>
> **... A Florida Employer**

A. RESPONSES

Of the 87 employers identified as having hired a training related completer within the program area of engineering, 4 were returned as out of business or undeliverable. Of the remaining 83 employers, 69% or 57 responded to the survey request.

B. HIRING NEEDS

This first inquiry requested that employers identify those engineering/electrical related occupations in which they were experiencing difficulties in finding qualified applicants. Occupations were selected from those related program areas presented in the Vocational Education Program Course Standards Manual. There were twenty-four occupations listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as was appropriate. Figure 24 shows the 10 areas where Florida engineering employer's identified their highest need.

FIGURE 24
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

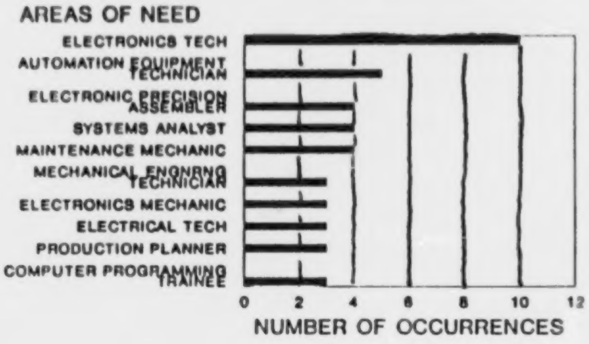


FIGURE 24 COMMENTS: Consistent with the electronics survey, employers clearly had the most difficulty finding electronics technicians. No other occupations generated as high a need for additional applicants.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

> **"If employees had a complete grasp of the fundamentals of writing, reading and math it would be of enormous benefit."**
>
> **...A Florida Employer**

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and employee work habits. Figure 25 is a graphic presentation of those four areas and their calculated levels of satisfaction from the engineering opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 25
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

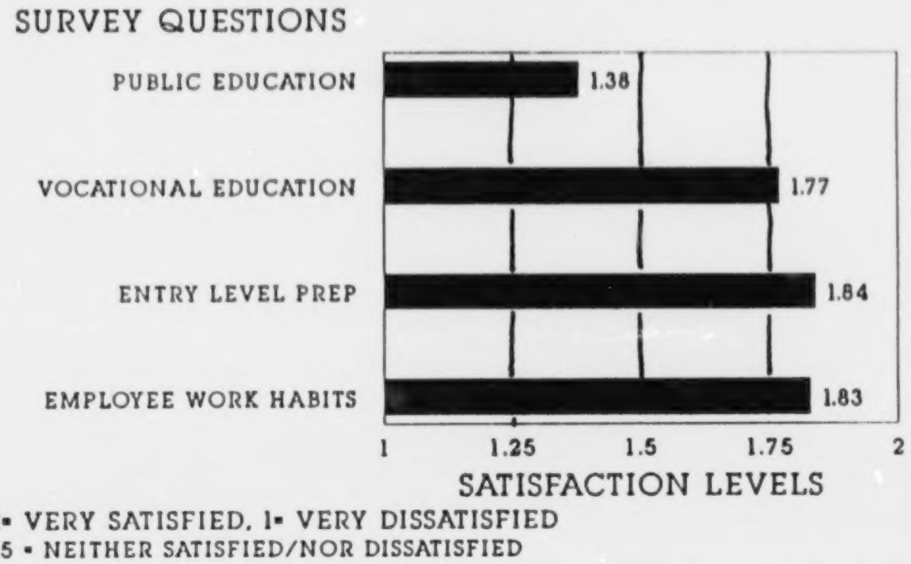


FIGURE 25 COMMENTS: Responses indicated that employers were satisfied with vocational education and especially satisfied with entry-level preparation and employee work habits. Employers were dissatisfied with public education. These responses are generally consistent with other findings in this report and prior year survey results.

D. OVERALL OCCUPATIONAL PREPARATION

There were 15 questions within the work force preparation section of the engineering survey. These questions were separated into two general areas: technical and basic skills. Each of these included a series of questions depicting various knowledge or preparation areas contained within the core engineering curriculum. These two areas with their specific internal components are displayed graphically in Figures 26 and 27.

1. **Basic Skills** - The overall satisfaction level for basic skills preparation was 1.80, or quite satisfied. Figure 26 looks at eight areas of basic skills and their respective employer responses.

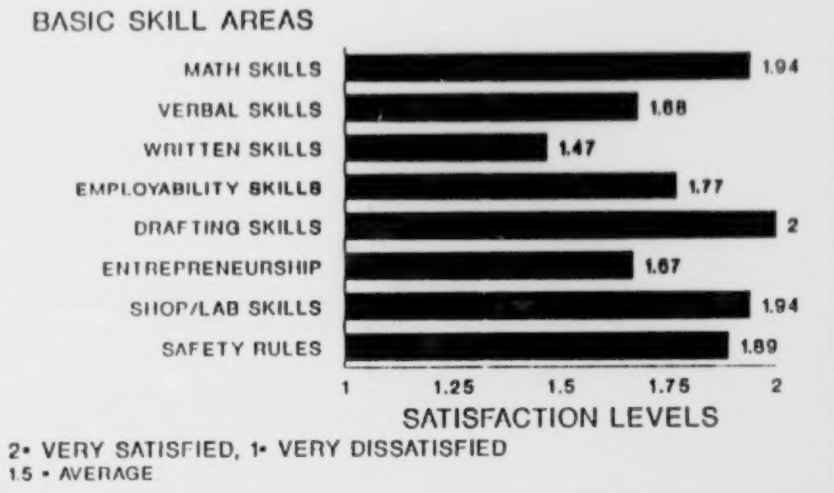


FIGURE 26
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

FIGURE 26 COMMENTS: Employers were dissatisfied with one basic skill area: written communication skills (1.47). All others skills reflected high levels of employer satisfaction. The highest rated basic skill area was drafting skills (2.00) where no employers reflected a dissatisfied response. Note the extremely high rating employers gave to the area of math skills (1.94). The math skills of engineering employees were rated considerably higher than any other program area. Also rating very highly were shop and laboratory skills (1.94) and safety rules and procedures (1.89).

2. Technical Skills

"Employees need familiarity with up-to-date usable info."

...A Florida Employer

The overall score for job-related or technical skills was 1.89 or very satisfied. This area rated the highest of any for all program areas. Figure 27 shows responses for seven specific technical skills and their respective employer responses.

FIGURE 27
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

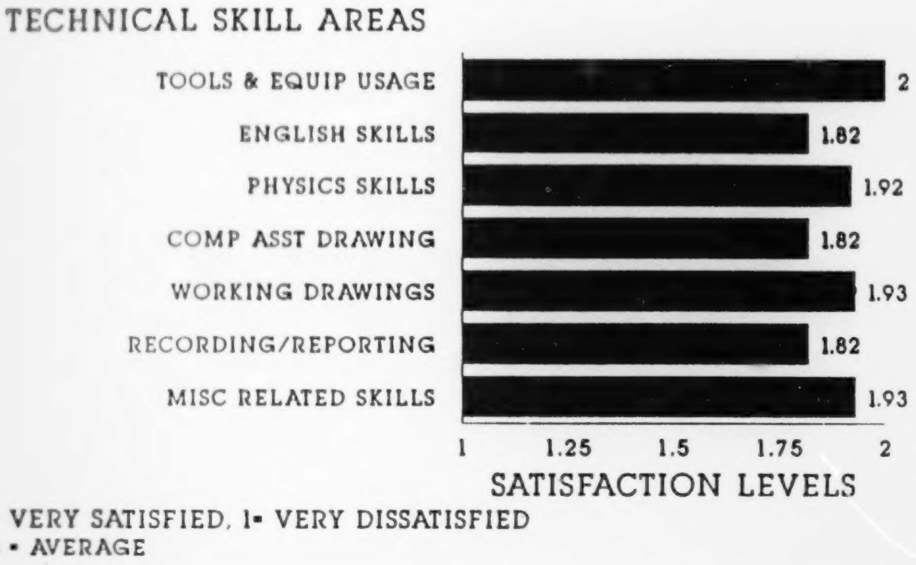


FIGURE 27 COMMENTS: All elements in this inquiry area showed considerably higher levels of employer satisfaction than any other area of inquiry. Rating particularly high were employees' usage of tools, machinery, and equipment (2.00) where not one employer response was dissatisfied. Others areas that were also rated very high were employees' understanding of working drawing (1.93) and miscellaneous engineering-related skills (1.93).

SECTION VIII. FIREFIGHTING

"More discipline must be included within the vocational classes taught. The domain of firefighting demands more discipline while being instructed to ensure the understanding of line staff functions in everyday operations and emergency incidents."

...A Florida Employer

A. RESPONSES

Of the 112 employers identified as having hired a training related completer within the program area of firefighting none were returned as out of business or undeliverable. Of these, 80% or 89 firms responded to the survey request.

B. HIRING NEEDS

This first inquiry was that employers identify those job categories in which they were experiencing difficulties in finding qualified applicants. Since the majority of firefighting employers were public employers consisting of county and city governments, ten job categories, not specific occupations, along with one for "no difficulty" were listed. Additionally an open-ended/other/future needs area was made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 28 shows six of those occupational areas where Florida firefighting employers' identified their highest need.

FIGURE 28
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

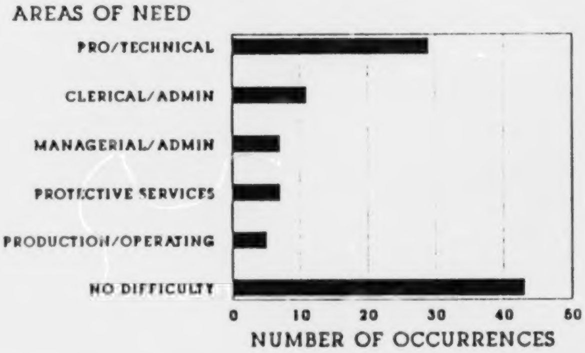


FIGURE 28 COMMENTS: Employers responded that there was a need for additional qualified professional/technical applicants. "No difficulty" was the response most chosen by firefighting employers.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and employee work habits. Figure 29 is a graphic presentation of those four areas and their calculated levels of satisfaction from the firefighting opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 29
GENERAL PUBLIC EDUCATION
AND PREPARATION AREAS

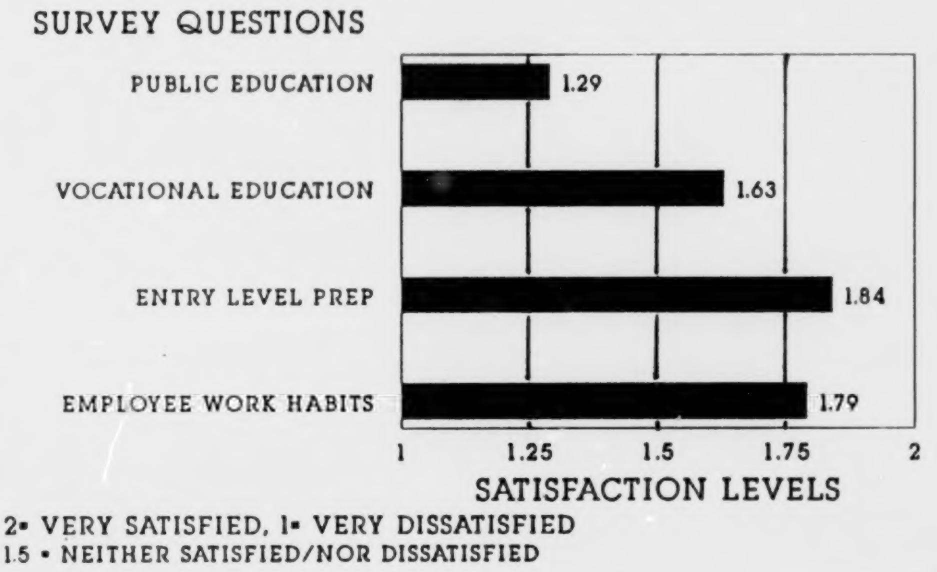


FIGURE 29 COMMENTS: Responses indicated that employers were satisfied with vocational education, entry-level preparation, and especially satisfied with employee work habits. Firefighting employers were quite dissatisfied concerning public education (1.29).

D. OVERALL OCCUPATIONAL PREPARATION

> **"Reinforce the "BAD" side of the profession...Probability of shock to the "psyche" over picking up body parts - people must have the mental strength and aptitude to deal with this. More training in communicable diseases such as HEP "A" and "B". These are some of the dangers of the job which are sometimes hidden."**
>
> **... A Florida Employer**

There were 25 questions within the work force preparation section of the firefighting survey. These questions were grouped into three general areas of job related or technical skills: basic skills, equipment usage, and general procedures and equipment. These areas included a series of questions depicting various knowledge or preparation areas contained within the core firefighting curriculum. These specific internal components are displayed graphically in Figures 30, 31 and 32.

1. Basic Skill Areas - The overall satisfaction level for this grouping of skills preparation was 1.75, or quite satisfied. Figure 30 looks at seven basic skills and their reflected employer responses.

FIGURE 30
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

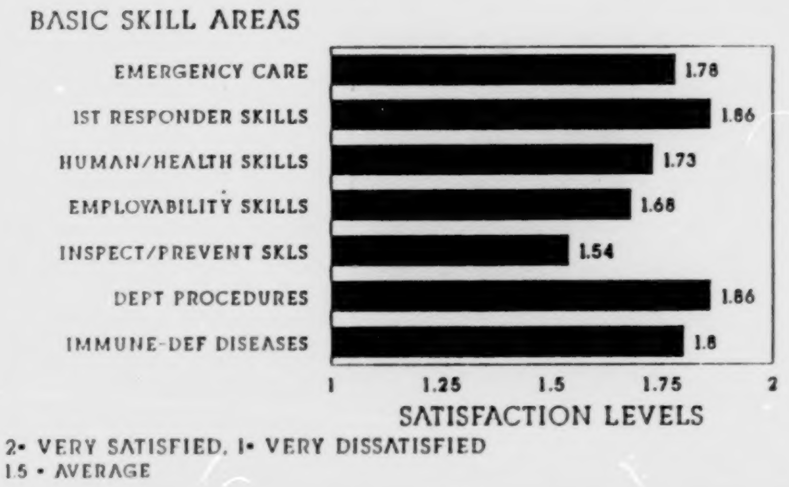


FIGURE 30 COMMENTS: Employers were particularly satisfied with the basic health areas of their employees' ability as a first responder to emergency needs (1.86), their understanding of sexually transmitted diseases (1.80), and emergency care (1.78). The lowest satisfaction element within this areas was fire prevention inspection practices (1.54).

2. Equipment Usage

> **"A graduate should possess increased medical skills since 85% to 90% of a fire department's workload is medical reserve. A graduate should also possess a greater understanding of fire department management."**
>
> **... A Florida Employer**

The overall score for this area was 1.81 or quite satisfied. Figure 31 shows responses for eight specific areas associated with the usage of a variety of firefighting equipment.

FIGURE 31
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

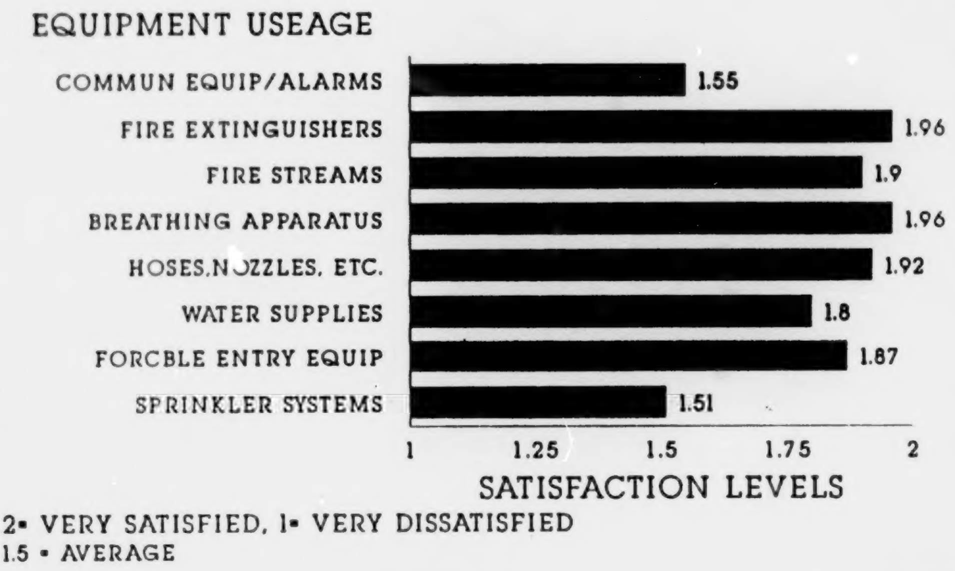


FIGURE 31 COMMENTS: Six of the eight elements in this inquiry area showed very high levels of employer satisfaction. The highest rated areas were the use of portable fire extinguisher (1.96), self-contained breathing apparatus (1.96), and fire nozzles, hoses, and appliances (1.92). The two areas of lower satisfaction levels were with the usage of sprinkler systems (1.51) and communication equipment and fire alarms (1.55).

3. Other Procedures and Equipment Usage

> **"The Fire Standards Program should be expanded in hours of delivery - 280 is not enough. Example - HAZARDOUS MATERIALS is only 8 hrs. This does not meet our needs.**
>
> **...A Florida Employer**

The overall score for this area was 1.86 indicating a high level of satisfaction with these skills. Figure 32 examines responses to ten skills associated with equipment usage and general fire procedures. This was the highest rated area within the firefighting survey.

FIGURE 32
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

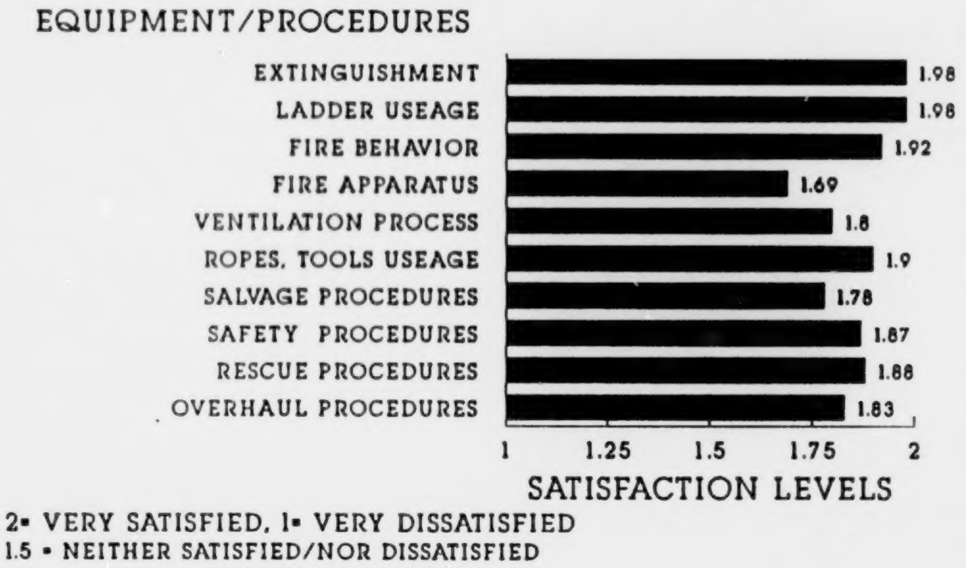


FIGURE 32 COMMENTS: The areas of extinguishment (1.98) and ladder usage (1.98) were the highest rated areas with the use of fire apparatus (1.69) the lowest.

SECTION IX. FOOD PREPARATION AND SERVICES

"New employees need to get the big picture !"

...A Florida Employer

A. RESPONSES

Of the 46 food preparation and services employers identified as having hired a training related completer, one was returned as out of business or undeliverable. Of the remaining 67% or 30 firms responded to the survey request.

B. HIRING NEEDS

This first inquiry was that employers identify those industry related occupations in which they were experiencing difficulties in finding qualified applicants. Occupations were selected from those related program areas presented in the Vocational Education Program Course Standards Manual. There were eleven occupations listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as was appropriate. Figure 33 shows 8 of those areas where Florida food preparation and services employer's identified their highest need.

FIGURE 33
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

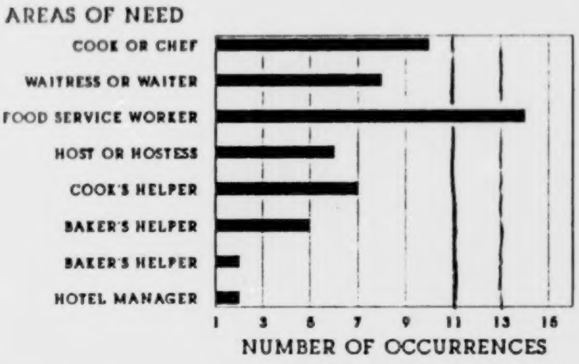


FIGURE 33 COMMENTS: Employers expressed the most need for additional applicants in the occupations of food service worker and chef or cook.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and work habits of their employees. Figure 34 is a graphic presentation of those four areas and their levels of satisfaction from the food preparation and services opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

FIGURE 34
GENERAL PUBLIC EDUCATION
AND PREPARATION AREAS

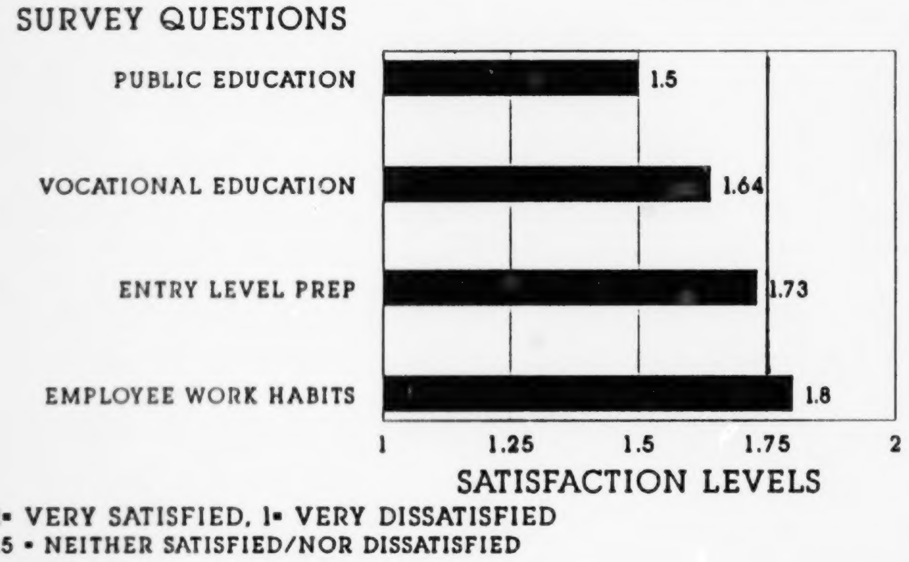


FIGURE 34 COMMENTS: Responses indicated that employers were satisfied with vocational education, entry-level preparation, and especially satisfied with employee work habits. Food preparation and services employers felt neither satisfied nor dissatisfied concerning public education. The responses pertaining to vocational education are generally consistent with findings in other sections of the report. The response of food preparation and services employers concerning public education is higher than most other survey results.

D. OVERALL OCCUPATIONAL PREPARATION

> **"New employees need better math skills as it relates to food services. Things such as productivity, computation factoring, recipe yields, food cost, labor cost, direct costs, etc., are important."**
>
> **... A Florida Employer**

There were 19 questions within the work force preparation section of the food preparation and services survey. These questions were grouped into two general areas of job related or technical and basic skills. These included a series of questions reflecting various knowledge or preparation areas contained within the core food preparation and services curriculum. These two areas with their specific internal components are displayed graphically in Figures 35 and 36.

1. **Basic Skill Areas** - The overall satisfaction level for this preparation area was 1.61, or satisfied. Figure 35 looks at ten basic skills and their respective employer responses.

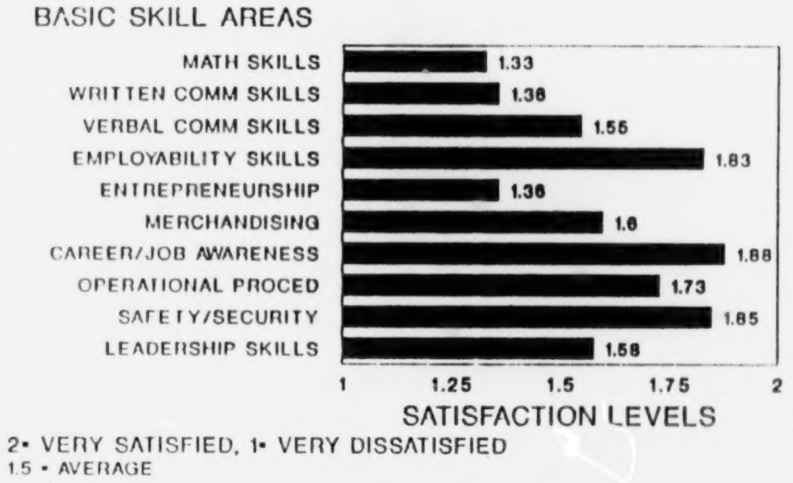


FIGURE 35
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

FIGURE 35 COMMENTS: A wide range of satisfaction levels is exhibited in this grouping of basic preparation areas. Note the high levels of satisfaction with the employee's knowledge of career and job opportunities (1.88), employability skills (1.83), and safety, sanitation, and security procedures (1.85). Also note the levels of dissatisfaction with math skills (1.33), written communication skills (1.36) and the employee's understanding of entrepreneurship (1.36).

2. Job-related or Technical Skills

> **"They must realize the importance of doing the proper job in the workplace to do better for the customer, enabling the employer to have a better customer relationship which would lead to longer business relationships."**
>
> **...A Florida Employer**

The overall score for the nine job related skills in this grouping was 1.88 or satisfied. Figure 36 shows employer responses for nine job related skills associated with the occupational area of food preparation and services.

FIGURE 36
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

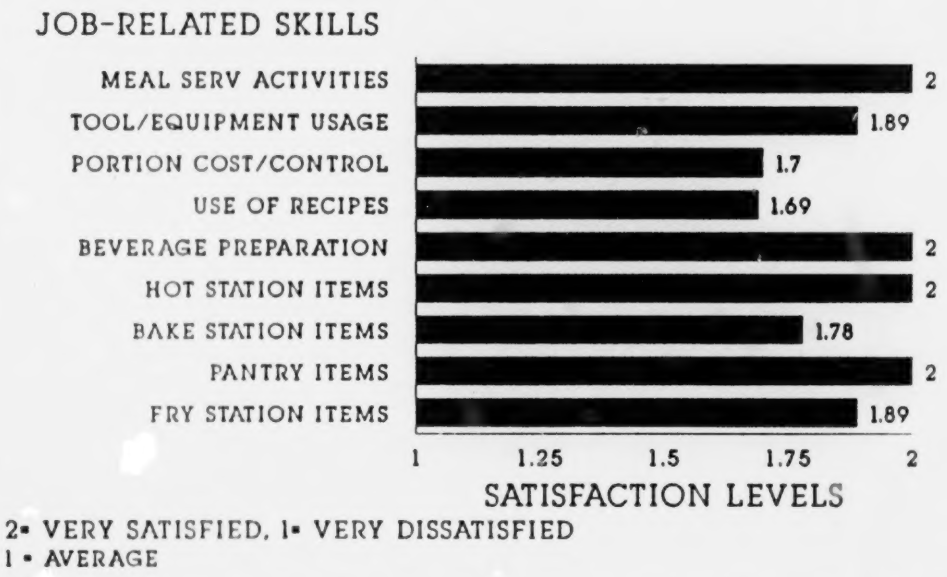


FIGURE 36 COMMENTS: All elements in this inquiry area showed comparatively higher levels of employer satisfaction than for any other food preparation and services inquiry area. Four areas reflected no dissatisfied employer responses: meal service activities (2.00), preparation of pantry items (2.00), hot station items (2.00), and beverage preparation (2.00).

SECTION X. HOSPITALITY MANAGEMENT

> **"To work in this industry employees need a good service attitude, a pleasant outgoing personality, show evidence of teamwork - and that they can properly fill out an application and interview!!"**
>
> **... A Florida Employer**

A. RESPONSES

Of the 44 hospitality management employers identified as having hired a training related completer one was returned as out of business or undeliverable. Of those remaining, 70% or 30 firms responded to the survey request.

B. HIRING NEEDS

The first inquiry requested that employers identify those industry related occupations in which they were experiencing difficulty finding qualified applicants. There were ten occupations listed along with an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 37 shows those areas where Florida hospitality management employer's identified their highest need.

FIGURE 37
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

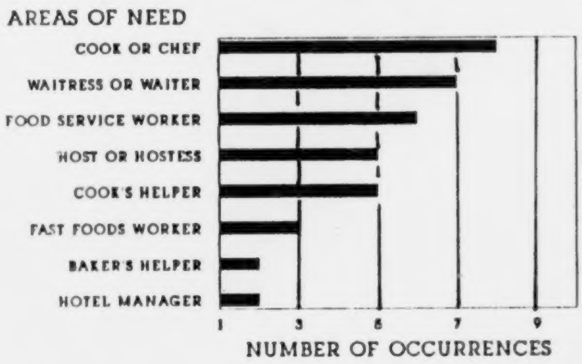


FIGURE 37 COMMENTS: Employers responded by indicating that they were having the most difficulty finding qualified applicants in the occupational areas of cooks or chefs, waiters and waitresses, and food service workers.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

"Written and verbal skills are a must when filling out applications, reviews, etc. Also employees should have some idea or goal they wish to reach if entering the hospitality business!!"

... A Florida Employer

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and employee work habits. Figure 38 is a graphic presentation of those four areas and their calculated levels of satisfaction from the computer programming and analysis opinion survey. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

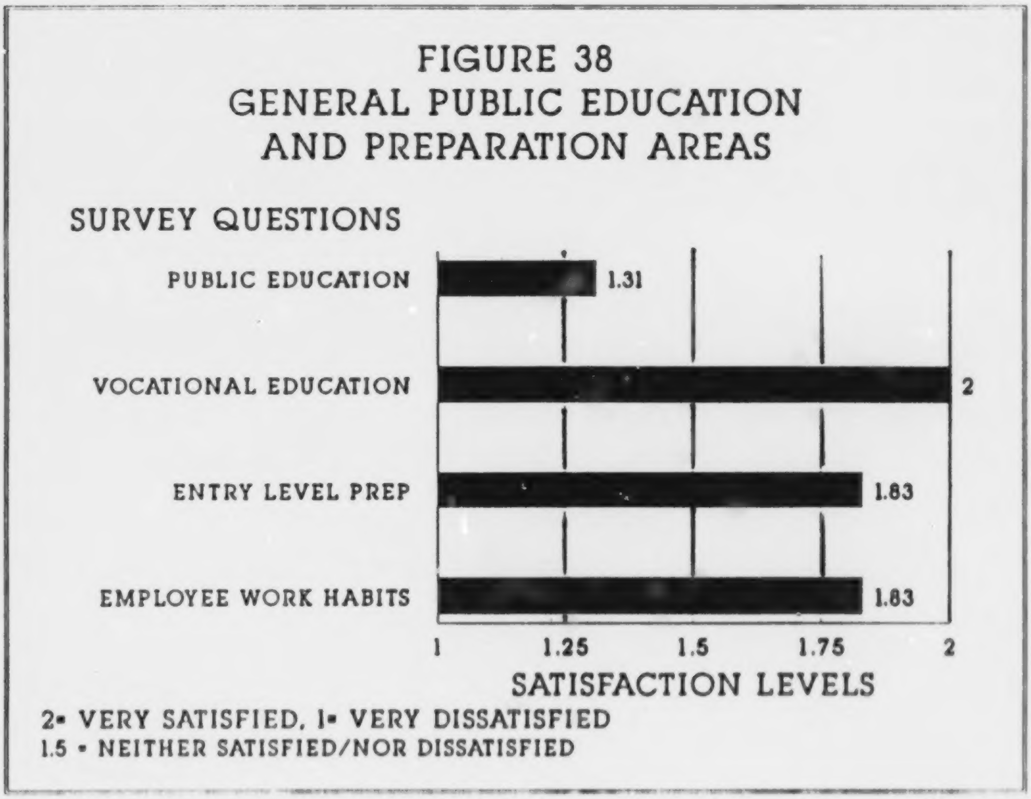


FIGURE 38 COMMENTS: Responses indicated that employers were satisfied with vocational education (2.00), entry-level preparation (1.83), and with employee work habits (1.83). Employers were dissatisfied with public education (1.31). Note that there were no dissatisfied hospitality management employer responses regarding the general area of vocational education.

D. OVERALL OCCUPATIONAL PREPARATION

> **"Employees must be able to 1) behave in a "hospitable" manner no matter what level you are employed in, and 2) supervise, control and manage others - training - hiring and firing."**
>
> **...A Florida Employer**

There were 29 questions within the work force preparation section of the hospitality management survey. These questions were grouped into three general areas of job-related, management and basic skills. Each grouping included a series of elements depicting various knowledge or preparation areas contained within the core hospitality management curriculum. These three areas with their specific internal components are displayed graphically in Figures 39, 40, 41, and 42.

1. **Basic Skills** - The overall satisfaction level for basic skills preparation was 1.70, or satisfied. Figure 39 looks at seven basic skills and their respective employer responses.

FIGURE 39
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

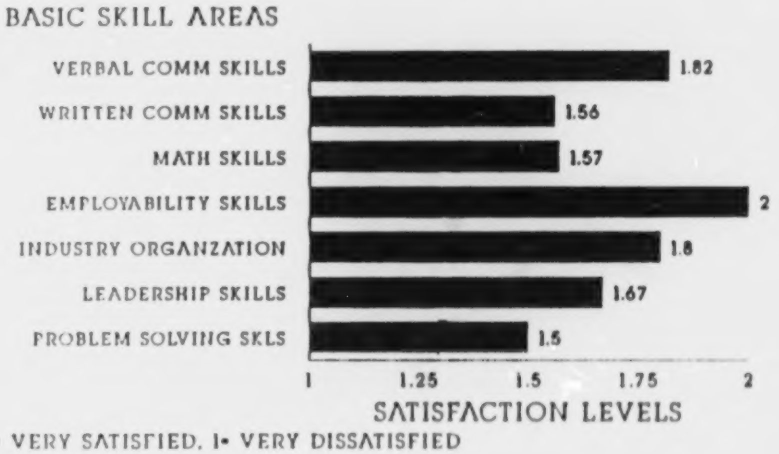


FIGURE 39 COMMENTS: Overall, employers were satisfied with the skill areas in this grouping. Note the comparatively high rating for verbal communication skills (1.82) and employability skills (2.00). Also, note the satisfied ratings for written communication skills (1.56) and math skills (1.57). The basic skill area of problem solving and decision making (1.50) reflected the lowest employer rating within this skill grouping.

2. Job-related Skills

The overall score for job-related or associated skills was 1.48 or dissatisfied. Figure 40 shows responses for seven specific areas associated with job related skills.

FIGURE 40

EMPLOYER SATISFACTION LEVELS WITH INTENDED PROGRAM OUTCOMES

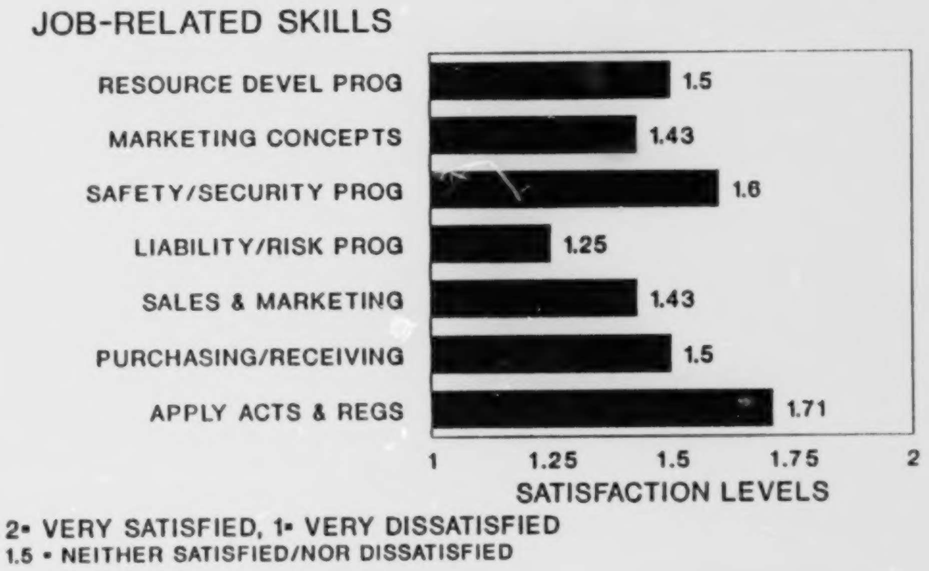


FIGURE 40 COMMENTS: This grouping of job-related skills was the only overall area reflecting employer dissatisfaction for all survey areas. Those areas showing the most employer dissatisfaction were liability and risk identification programs (1.25), basic economics and marketing concepts (1.43) and sales and marketing strategy (1.43). Two elements within this category reflected a level of employer satisfaction: the application of related acts and regulations (1.71) and the maintenance of safety and security procedures (1.60). The remaining two areas, purchasing and receiving procedures (1.50) and the human resource development program (1.50), reflected that employers were neither satisfied nor dissatisfied with those skills.

3. Management Skill Areas

"Employees need to be people - oriented. They need the ability to communicate in public."

...A Florida Employer

The overall score for this area was 1.73 indicating satisfaction with these skills. Figure 41 examines employer responses to this grouping of six management skill areas.

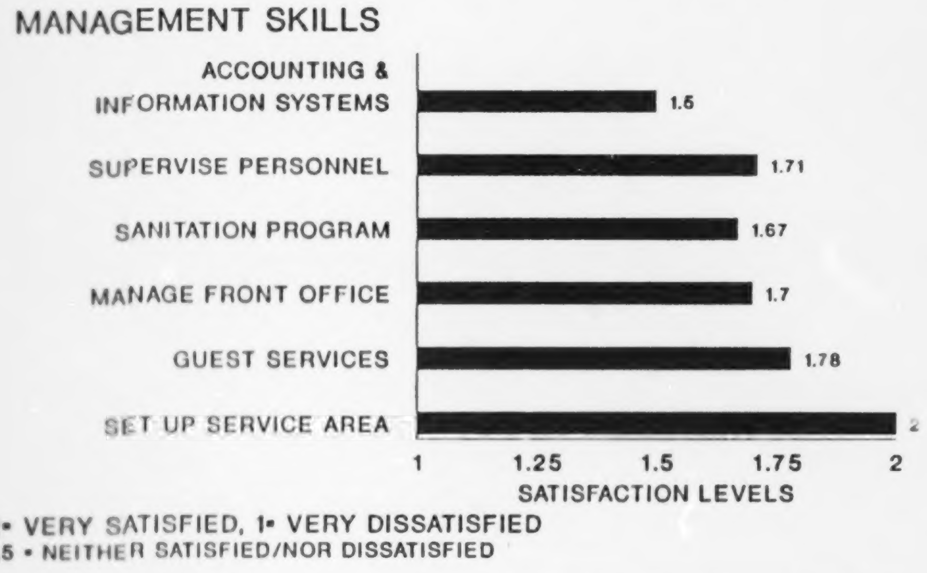


FIGURE 41
EMPLOYER SATISFACTION LEVELS
WITH INTENDED PROGRAM OUTCOMES

FIGURE 41 COMMENTS: No area within this section reflected a level of employer dissatisfaction. The area of the employees' capability to set up a service area (2.00) scored the highest level of employer satisfaction. Other areas where employers rated their employee's ability highly were guest services (1.78), personnel supervision (1.71), and the management of the front office (1.70).

4. Additional Management Skills

> **"Excellent assessment skills; excellent documentation skills. Need more emphasis on their role as leaders and teachers!"**
>
> **... A Florida Employer**

The overall score for this area was 1.69 indicating satisfaction with these skills. Figure 42 examines employer responses to seven additional hospitality management skills.

FIGURE 42

EMPLOYER SATISFACTION LEVELS WITH INTENDED PROGRAM OUTCOMES

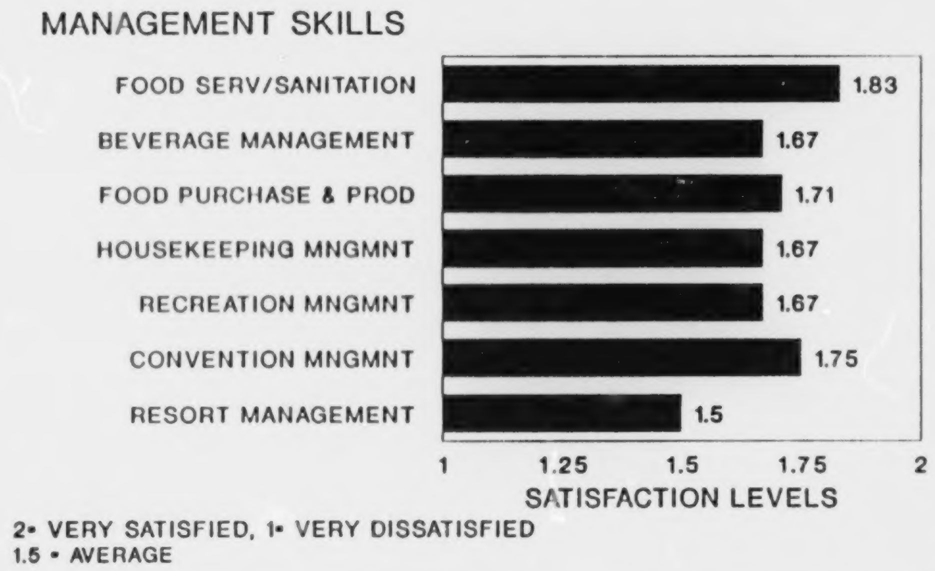


FIGURE 42 COMMENTS: No area within this section reflected a level of employer dissatisfaction. The employees' knowledge of food service and beverage sanitation (1.83) rated highest, followed by their knowledge of convention management functions (1.75). Other areas where employers rated their employee's knowledge highly were food purchase and production (1.71), food service and beverage management (1.67), housekeeping management functions (1.67), and recreation management (1.67). Employers were neither satisfied nor dissatisfied with their employees' knowledge of resort management (1.50).

SECTION XI. CHIPOLA JUNIOR COLLEGE

> **"Employees need a basic willingness to comply with employer procedures, methods of operation, and performance standards!"**
>
> **...A Florida Employer**

A. BACKGROUND/RESPONSES

As a pilot effort, all program records within the FETPIP data base associated with one Florida Jr. College (Chipola Junior College) were selected for employer survey. The effort focused on five vocational programs: correctional officer, law enforcement, nursing assistant, unit treatment and rehabilitation, and firefighting. The same procedures as in all other portions of the survey process were used to identify employers and to generate program specific surveys for the CJC effort. If an employer record could not be determined as training related it was entered into a "general survey" group creating a fifth survey. Examples of each survey are contained in Appendix I. Table 4 shows A) the number of program occurrences, B) those that were determined to be training related employment, C) the number of unique employers associated with each program area, D) the number of responding firms, and E) a response rate for each program area.

TABLE 4

PROGRAM TRAINING	PROGRAM OCCURRENCES	TRAINING RELATED EMPLOYMENT	UNIQUE EMPLOYERS	NUMBER OF RESPONSES	RESPONSE RATE
CORRECTIONAL OFFICER	249	185	17	13	77%
LAW ENFORCEMENT	27	20	7	7	100%
NURSING ASSISTANT	17	11	6	6	75%
UNIT TREATMENT & REHAB	29	18	8	8	67%
FIREFIGHTING	9	3	2	2	62%
GENERAL (PROGRAM TOTAL - TRAINING RELATED	N/A	N/A	54	33	71%
TOTALS	338	243	94	67	71%

At the program-specific level the number of associated employers is extremely small. This limits the use of the associated data. As a result, graphs will only be used to describe those areas with larger numbers of responding employers.

Table 4 shows that the largest program was correctional officer yet had a small number of unique employers. This occurred due to the Department of Corrections being the primary reporting employer for correctional officers. Thirteen local correctional facilities were identified as having hired large numbers of correctional program completers and were contacted for survey response. The largest employer group became those employers who had hired a program completer that could not be identified as training related.

B. HIRING NEEDS

This first inquiry requested that employers of CJC students identify those job categories in which they were experiencing difficulties in finding qualified applicants. There were ten categories along with one for "no difficulty" listed and an open-ended/other/future needs area made available for comment. Employers could identify as many areas of difficulty as were appropriate. Figure 43 shows those occupational areas where the employers associated with CJC identified their highest need.

FIGURE 43
EMPLOYER HIRING NEEDS
MOST FREQUENT RESPONSES

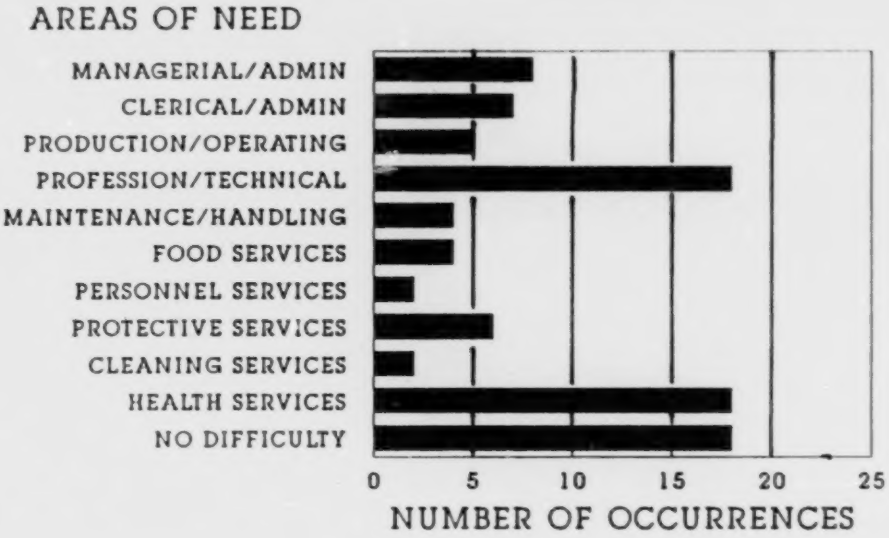


FIGURE 43 COMMENTS: Three response areas were equally represented by employers. The occupational areas of professional/technical and health services were seen to need additional qualified applicants while many other employers responded that they had "no difficulty" filling any positions.

C. GENERAL EDUCATION/PREPARATION QUESTIONS

Employers were asked to reflect their general level of satisfaction with public education, vocational education, entry-level job preparation, and employee work habits. Figure 44 is a graphical presentation of these four inquiries and their calculated levels of satisfaction from all of the CJC employer responses as a whole. In reviewing the graphs, a score of "1.50" should be considered the dividing line between "satisfied" and "dissatisfied".

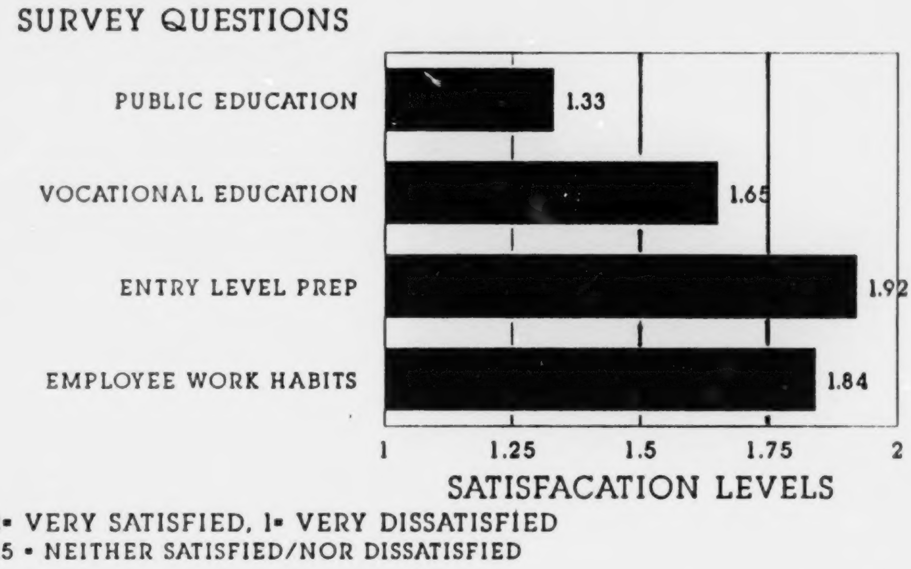


FIGURE 44
GENERAL PUBLIC EDUCATION
AND PREPARATION QUESTIONS

FIGURE 44 COMMENTS: Responses indicated that employers were generally satisfied with vocational education, entry-level preparation, and employee work habits. They were dissatisfied with public education. Note the particularly high level of satisfaction with respect to the entry level preparation of their employees (1.92).

D. OVERALL JOB SKILLS BY PROGRAM AREA

Within this section each program area will be discussed separately. A general review of employer responses will be presented. Examples of each program specific survey is presented in Appendix I. Due to the small number of program specific employers the calculation of satisfaction levels can become distorted and unusable for review. In the case of the general survey, the numbers of responding employers is large enough to allow for the accurate calculation of satisfaction levels and will be presented in Figure 42.

1. Correctional Officer

The overall score for this program area was 1.84 or quite satisfied. There were fourteen survey items within the correctional officer survey. Nine of the fourteen survey items received all satisfied responses. Two survey areas reflected employer dissatisfaction: 1) verbal communication skills and 2) written communication skills.

2. Law Enforcement

All seven of the employers associated with this program area responded to the survey request. Of the seventeen survey items within the law enforcement survey, twelve received primarily "average" responses. The five areas where levels of employer dissatisfaction were recorded were the conduct of a crime scene investigation, trial procedure and testimony, interpersonal skills, written communication skills and verbal communication skills.

3. Nursing Assistant

All six of the employers associated with this program area responded. There overall satisfaction level was 1.72 or satisfied. Employers were particularly satisfied with their employees' basic competencies in science, personal patient care, geriatric patient care, and their understanding of immune deficiency diseases. Employers were quite dissatisfied with their entry level written communication skills and their understanding of legal and ethical responsibilities.

4. Unit Treatment and Rehabilitation

No dissatisfied responses were recorded by the six responding employers within this program area. Employers were very satisfied with their entry level employees.

5. Firefighting

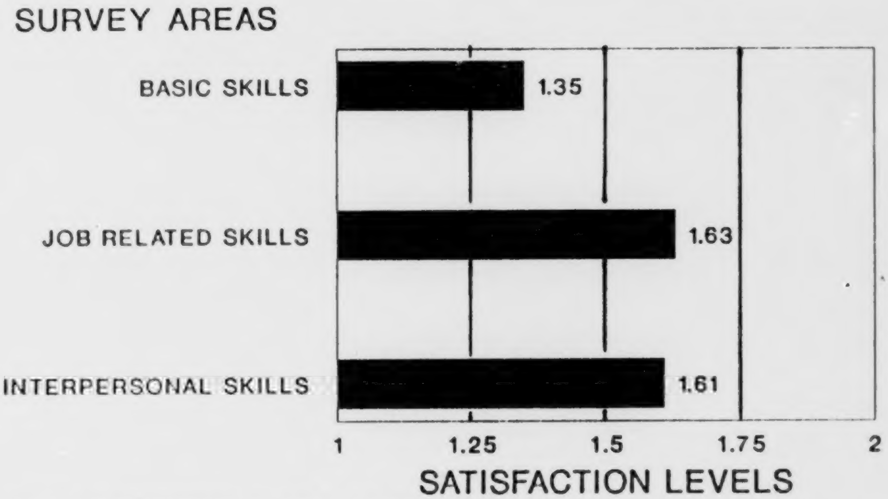
Two of the three employers associated with CJC within this program area responded to the survey request. These employer responses were included in the statewide firefighting program survey reviewed in Section 6 of this report. All employers in that survey, including those associated with CJC were quite satisfied with all aspects of firefighting preparation.

6. GENERAL SURVEY

> **"Students need a better understanding of the Business world, competition is mounting and business needs good people, not goof off's."**
>
> **... A Florida Employer**

As stated earlier, if a program/employer record could not be determined as training related that employer received a general employer survey. There were 53 general survey employers; 34 responded for a response rate of 64%. Figure 45 reviews three general survey areas: basic skills, job-related skills, and interpersonal or communication skills with their respective employer responses.

FIGURE 45
EMPLOYER SATISFACTION LEVELS
TO GENERAL SURVEY QUESTIONS



2= VERY SATISFIED, 1= VERY DISSATISFIED
1.5 = NEITHER SATISFIED/NOR DISSATISFIED

FIGURE 45 COMMENTS: An overall score of 1.53 or satisfied was calculated from all responses received from one Florida Junior College's general survey employers. All of the basic skill area responses : math (1.33), reading (1.31), speaking (1.43), reasoning (1.46), and especially writing (1.20) reflected employer dissatisfaction. The interpersonal skills area was comprised of the employee's ability to communicate with their supervisor (1.50), their fellow employees (1.67), and with clients or customers (1.67) all reflected levels of employer satisfaction. The area of job-related skills - quality of work (1.54), quantity of work (1.54), the employees' familiarity with job related equipment (1.64), and their ability to learn new techniques on the job (1.69) rated the highest levels of employer satisfaction.

SECTION XII: SELECTED ANALYSIS

"A positive attitude towards work and perhaps a rudimentary knowledge of business economics/operations."

...A Florida Employer

This section of the report provides student and teacher reactions to an employability skills profile which 15 Florida employers had responded to in last year's effort. It also looks at an analysis of employer satisfaction in relation with training-relatedness and wage information available in the FETPIP data base.

A. EMPLOYABILITY SKILLS PROFILE ANALYSIS

1. Background

A request was made by the Bureau of Career Development for the Placement Information Program to participate in a workshop involving a group of Citrus County High School students and their accompanying teachers. The purpose of this workshop was to expose this group of students to a range of "career" issues. The FETPIP presentation was to center on employer feedback which had been obtained through the series of employer opinion surveys. In addition, a modified version of the employability skills profile used in last year's survey effort was adapted to obtain student perceptions as to which skills seemed most critical to their future employment.

The employability skills profile was initially developed to identify the skills and behaviors employers believe to be important to success in the current workplace. The purpose would be to structure feedback from employers that could impact basic educational curriculum through surveys. Employability skills were defined in three broad areas: Academic, Personal Management, and Teamwork Skills. Fifteen employers from the five program/industry areas producing the largest number of vocational completers were asked to rate this list of skills and behaviors from critical to not needed. It was found that workers should have minimal competence in all of these skills, the degree of mastery required was dependent on their jobs, positions within an organization, and desired career goals. The following list presents the major subcategories within the three categories discussed above.

ACADEMIC SKILLS - include those skills that provide the basic educational foundation necessary to benefit from further training and education. This category encompasses communication, comprehension, quantitative, critical thinking, and science and technology skills.

PERSONAL MANAGEMENT SKILLS - include those skills related to developing the attitudes, abilities, behaviors, and decision making processes associated with responsibility and dependability. Contained within this category are abilities to: set goals and implement strategies for achieving them, identify and act on personal values, and to demonstrate self discipline.

TEAMWORK SKILLS - include those skills that relate to an individual's ability to contribute to a group or the organization's growth and development. Included in this category are interpersonal, organizational, negotiation, creativity/innovation, and leadership skills.

The purpose of this year's Florida effort was to obtain input from a group of current year high school students and their teachers to view and compare with responses received from prior year interviews with 15 Florida employers. Following are findings associated with the student/teacher employability skills profile.

2. Strategy

Thirty students and three teachers from Citrus county were given a modified version of the employability skills profile and asked to evaluate the skill areas listed as to their opinions of how important those skills were to their future employment. Students were told that their responses would be compared to those of employers to particularly note any difference of opinion.

3. The Survey Instrument

The original employability skills profile consisted of three broad skill areas which were further defined into thirteen subcategories consisting of 86 specific components. For purposes of ease of completion and understanding the modified skills profile which was presented to the student/teacher group from Citrus county was modified to consist of the 13 subcategories associated with the three major skill areas of academic, personal management, and teamwork skills. A facsimile of the modified survey instrument is attached in Appendix J.

4. Findings

Table 5 is a summation of all components within the three general areas of academic, personal management, and teamwork skills. As a means of analysis, each competency was given a value of "3" for each critically needed response, a "2" for each highly needed, a "1" for each somewhat needed, and a "0" for each not needed response. This total was divided by the total number of competencies within that area to produce a final score. Seven groups along with an overall summary of those groups is presented in this table. Four groups of employers; nursing, commercial vehicle driving, public service, and clerical/technical employers, along with educators within the Florida Department of Education, and the Citrus County sample are offered for comparison.

TABLE 5

	ACADEMIC	PERSONAL MANAGEMENT	TEAMWORK	OVERALL
OVERALL	2.33	2.43	2.29	2.35
NURSING	2.72	2.83	2.81	2.79
COMM VEHICLE DRIVING	2.21	2.00	1.50	1.90
PUBLIC SERVICE	2.15	2.67	2.25	2.36
CLERICAL/ TECHNICAL	1.99	1.95	2.33	2.09
CITRUS HIGH SCH STUDENTS	2.13	2.18	2.07	2.13
CITRUS HIGH SCH TEACHERS	2.81	2.83	2.83	2.82
FLORIDA EDUCATORS	2.60	2.69	2.58	2.62

Findings show that nearly all of the skills received very high ratings, indicating a high level of need for most of the skills found on the survey. A major emphasis on Personal management skills was demonstrated by employers, particularly for nurses, public service employers, and educators and by the Citrus County students. Specifically those rated "highly needed" within the academic area were skills such as oral and written communication, reading, basic math computations, and problem solving; within the personal management area skills such as responsibility, integrity, dependability, respect for others, enthusiasm, and pride in work; and within the teamwork area skills such as communicating and working cooperatively with others, working effectively within the organization, and being receptive to improved ways of working. A majority of the skills depicted by the Profile were desired as elements of a potential employee.

Skills associated with an individual's personal management, such as honesty and being a self starter were identified by students as desired and necessary for success. Currently these skills are not thought of as focal points of training, yet are deemed highly needed by employers. The degree to which they were desired varied with the type and level of specific occupations. The more specialized academic skills, while rated as needed, varied according to the degree of specialization required by different industries. Some skills were considered highly important to some jobs and industries and not so important to others.

Of particular interest are the lower scores indicated by the "students" within each of the three major categories. In most areas students did not feel that these skills were as critical to their employment as both educators and employers felt they were. The students overall score of 2.13 is the third lowest score behind commercial vehicle driving and clerical/technical employer responses.

B. COMPARISON OF TRAINING RELATEDNESS - EMPLOYER SATISFACTION - FULL QUARTER WAGES BY PROGRAM SURVEY AREAS

TABLE 6

PROGRAM AREAS	% TRAINING RELATED	EMPLOYER SATISFACTION	FULL QUARTER AVG EARNINGS
CHILD CARE SERVICES	48%	1.76	$3259
COMPUTER PROGRAMMING	50%	1.69	$4804
DENTAL ASSISTING	84%	1.77	$3590
ELECTRONICS	56%	1.60	$5302
ENGINEERING	55%	1.84	$6041
FIREFIGHTING	37%	1.81	$5848
FOOD PREP & SERVICES	63%	1.74	$3567
HOSPITALITY MANAGEMENT	63%	1.64	$3607

Figure 6 compares training-relatedness, overall employer satisfaction levels, and full quarter average earnings for the eight specific program areas reviewed in this report.

An average of 57% of the program completers associated with the eight program specific surveys in this report were employed in training-related positions. The dental assisting (84%) program completers reflected the highest level of training-related employment situations while the firefighting (37%) program completers had the lowest percentage of training-related occurrences.

The overall employer satisfaction rate for the eight program specific areas was 1.73 or quite satisfied. Engineering (1.84) employers reflected the highest level of employer satisfaction while electronics employers (1.60) the lowest.

The average earnings of a program completer into a training-related position from these programs was $4502 per quarter. The average full quarter earnings of all postsecondary program completers as reported by FETPIP was $5123. Engineering ($6041) program completers reflected the highest earnings while child care services ($3259) the lowest. This reflects an earnings difference of approximately $2800 per quarter.

In summary, training-related completers reflected varying levels of employer satisfaction and potential earnings that were higher than prior years general survey results.

SECTION XIII: PROPOSED FUTURE ACTIVITIES

"Vocational/technical school grads are confident and knowledgeable."

...A Florida Employer

A. SPECIFIC PROGRAM AREA SURVEYS

This is the third year where targeted program areas were selected to obtain employer opinions. Response from employers has continued to approach 70 to 75% for each program-specific survey. This type of employer feed back can be directly associated with a specific program area and is thus valuable as an analysis tool. Each survey instrument was constructed using each program's "intended outcomes" as designed by the Department of Education along with industry specific employers. Employer feedback allows Department staff to evaluate program competencies and to adjust or enhance specific program curriculum. It is recommended that this approach be continued with input from interested parties as to specific programs for review.

B. SPECIFIC INDUSTRY/OCCUPATIONAL ANALYSIS

Currently a revolution is underway to revamp the educational process to better prepare and train students to succeed in the world of work. One approach that has gained national attention and direction is the Secretary's Commission on Achieving Necessary Skills or SCANS. SCANS has researched and defined a series of educational foundations and workplace competencies that are considered necessary to be competitive and successful in the workplace. It is suggested that next year's activities include a comparative evaluation of the SCANS foundations and workplace competencies with current occupationally specific vocational curriculum. A survey should be developed that includes an analysis of employer hiring, interviewing, and screening practices to tie in with how employers identify the necessary skills required of potential employees.

C. SCHOOLYEAR 2000 INITIATIVE

Finally, activities have been initiated in 9 Florida school districts to design technology-based models of schooling that will allow students to use learning, creative, and research tools to become independent learners. One aspect of the initiative where FETPIP involvement has been requested will be the identification of "customers" or employers within these school districts and to assist in the design and collection of "customer satisfaction" factors associated with these employers.

APPENDIX A

A LISTING OF PRIOR YEAR REPORTS

1. A SUMMATION OF FY1988/89 - FY1990/91 GENERAL OPINION SURVEYS.

2. A SUMMATION OF THE FY90 SPECIFIC SURVEYS - HEALTH
    REGISTERED NURSING (RN)
    LISCENSED PRACTICAL NURSING (LPN).

3. A SUMMATION OF THE FY91 SPECIFIC SURVEYS - BUSINESS
    ACCOUNTING OPERATIONS
    CLERK TYPIST
    DATA ENTRY OPERATIONS

4. A SUMMATION OF THE FY91 SPECIFIC SURVEY - HEALTH
    RADIOLOGIC TECHNOLOGY

GENERAL EMPLOYER OPINION SURVEY
1989 - 1991

	FY90/91	FY89/90	FY88/89
OVERALL EDUCATION/PREPARATION			
PUBLIC EDUCATION	1.46	1.44	1.59
VOCATIONAL EDUCATION	1.66	1.60	1.74
ENTRY LEVEL PREPARATION	1.63	1.59	1.68
WORK HABITS	1.61	1.60	1.69
BASIC SKILLS			
TECHNICAL JOB SKILLS	1.81	1.71	
MATH SKILLS	1.39	1.45	
READING SKILLS	1.39	1.50	
WRITING SKILLS	1.28	1.37	
SPEAKING SKILLS	1.43	1.52	
REASONING SKILLS	1.39	1.49	
JOB-RELATED SKILLS			
QUALITY OF WORK	1.58	1.63	
QUANTITY OF WORK	1.60	1.64	
FAMILIARITY WITH JOB RELATED EQUIPMENT	1.70	1.73	
ABILITY TO LEARN NEW TECHNIQUES ON THE JOB	1.81	1.77	
COMMUNICATIVE OR INTERPERSONAL SKILLS			
ABILITY TO COMMUNICATE WITH SUPERVISORS	1.63	1.66	
ABILITY TO WORK WITH FELLOW EMPLOYEES	1.82	1.82	
ABILITY TO WORK WITH CUSTOMERS OR CLIENTS	1.66	1.66	

SUMMATION: THE GENERAL SURVEY BEGAN DURING FY1988-89. ONLY FOUR QUESTIONS WERE RETAINED FROM THAT INITIAL EMPLOYER SURVEY. THOSE QUESTIONS ARE PRESENTED ALONG WITH SUMMARY INFORMATION FOR THE NEXT TWO FISCAL YEARS FOR THE GENERAL SURVEY.

FY 1989-90
OVERALL NURSING SURVEY SATISFACTION LEVELS

OVERALL EDUCATION OPINIONS - 1.70

Public Education	- 1.53
Vocational Education	- 1.75
Entry level preparation	- 1.77
Work habits	- 1.74

OCCUPATIONAL PREPARATION AREAS

	RN / LPN
a. COMMUNICATIVE OR INTERPERSONAL SKILLS	1.87/1.78
-VERBAL & WRITTEN COMMUNICATION	1.87/1.69
-KNOWLEDGE OF LEGAL/ETHICAL RESPONSIBILITIES	1.83/1.66
-DEMONSTRATION OF EMPLOYABILITY SKILLS	1.91/1.86
-DEMONSTRATION OF A PRACTICE OF SELF-GROWTH	1.80/1.68
-ABILITY TO COMMUNICATE W/ SUPERVISORS	1.88/1.85
-ABILITY TO WORK WITH FELLOW EMPLOYEES	1.92/1.91
b. PERFORMANCE AND KNOWLEDGE AREAS	1.88/1.79
-KNWLDG OF HUMAN ANATOMY & PHYSIOLOGY	1.92/1.84
-KNWLDG OF SEXUALLY TRANSMITTED DISEASES	1.90/1.82
-PERFORMANCE OF ASEPTIC TECHNIQUES	1.90/1.80
-PHYSICAL COMFORT AND SAFETY FUNCTIONS	1.90/1.87
-PRINCIPLE INFECTION CONTROL APPLICATION	1.85/1.74
-PERFORMANCE OF NURSING PROCEDURES	1.89/1.84
-PERFORMANCE OF REHABILITATIVE FUNCTIONS	1.79/1.68
-PRINCIPLES OF NUTRITION APPLICATION	1.84/1.71
-ADMINISTRATION OF MEDICATIONS	1.91/1.82
c. CARE FUNCTIONS	1.84/1.76
-PERSONAL PATIENT CARE	1.92/1.91
-GERIATRIC PATIENT CARE	1.86/1.84
-EMERGENCY CARE PROVISION	1.82/1.69
-PROVISION OF BIO-PSYCHO-SOCIAL SUPPORT	1.82/1.69
-PERFORMANCE OF HOME HEALTH CARE SERVICES	1.83/1.76
-PRFRMNCE OF SUPERVISED MANAGEMENT FUNCTIONS	1.77/1.67

SPECIFIC BUSINESS SURVEY 1990-91

OVERALL EDUCATION OPINIONS

PUBLIC EDUCATION	1.43
VOCATIONAL EDUCATION	1.68
ENTRY LEVEL PREPARATION	1.67
WORK HABITS	1.82

OVERALL OCCUPATIONAL PREPARATION

	A	B	C	D
PERFORM TELEPHONE ACTIVITIES	1.71	1.83	1.40	1.83
PERFORM FILING ACTIVITIES	1.78	1.79	1.67	1.90
PERFORM MAIL HANDLING ACTIVITIES	1.97	2.00	2.00	1.91
PERFORM BUSINESS RECORDS ACTIVITIES	1.61	1.73	1.50	1.50
PERFORM COMMUNICATIONS ACTIVITIES	1.57	1.60	1.36	1.82
PERFORM HUMAN RELATION ACTIVITIES	1.60	1.67	1.50	1.67
PERFORM JOB APPLICATION ACTIVITIES	1.63	1.73	1.50	1.67
PERFORM CONSUMER ECONOMICS ACTIVITIES	1.56	1.56	1.67	1.33
PERFORM KEYBOARDING/TYPING ACTIVITIES	1.74	1.86	1.60	1.81
PERFORM MACHINE TRANSCRIPTION ACTIVITIES	1.53	1.71	1.43	1.40
OPERATE DATA ENTRY EQUIPMENT	1.73	1.82	1.46	1.88
DEMONSTRATE KNOWLEDGE OF REPROGRAPHIC PROCESS	1.68	1.71	1.75	1.57
DEMONSTRATE INFORMATION PRCSSING CONCPTS	1.55	1.64	1.33	1.64
IDENTIFY FUNCTIONS OF DATA PROCESSING	1.64	1.70	1.33	1.89
DEVELOP APPROPRIATE GROOMING HABITS	1.79	1.78	1.75	1.81
DEVELOP LEADERSHIP SKILLS	1.35	1.36	1.25	1.46
PERFORM DECISION MAKING ACTIVITIES	1.43	1.58	1.27	1.50
PERFORM MATH COMPUTATIONS	1.49	1.58	1.17	1.73
VERBAL COMMUNICATION SKILLS	1.42	1.36	1.33	1.60
WRITTEN COMMUNICATION SKILLS	1.34	1.50	1.22	1.40
IDENTIFY BUSINESS LAW CONCEPTS		1.43		
PERFORM BOOKKEEPING/ACCOUNTING ACTIVITIES		1.70		

KEY

A = A SUMMATION FOR ALL THREE BUSINESS SURVEYS
B = A SUMMARY OF THE ACCOUNTING OPERATIONS SURVEY
C = A SUMMARY OF THE CLERK TYPIST SURVEY
D = A SUMMARY OF THE DATA ENTRY OPERATIONS SURVEY

SPECIFIC SURVEY 1990-91
RADIOLOGIC TECHNOLOGY - 1.91

OVERALL EDUCATION OPINIONS 1.79

PUBLIC EDUCATION	1.53
VOCATIONAL EDUCATION	1.83
ENTRY LEVEL PREPARATION	1.93
WORK HABITS	1.88

OVERALL OCCUPATIONAL PREPARATION 1.96

TECHNICAL/JOB-RELATED SKILLS

APPLY THE PRINCIPLES OF RADIATION PROTECTION.	2.00
PERFORM QUALITY ASSURANCE PROCEDURES.	1.83
APPLY RADIOGRAPHIC TECHNIQUES TO DEMONSTRATE ANATOMICAL STRUCTURES ON AN IMAGING RECEPTOR.	2.00
DEMONSTRATE PROPER OPERATION OF RADIOLOGIC EQUIPMENT AND ACCESSORIES.	2.00
EVALUATE IMAGES FOR POSITIONING AND IMAGE QUALITY.	2.00
DEMONSTRATE A KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS.	1.97
DEMONSTRATE EMPLOYABILITY SKILLS.	2.00

INTERPRETIVE/EVALUATIVE SKILLS

ANTICIPATE AND PROVIDE PATIENT CARE AND COMFORT.	1.97
RECOGNIZE EMERGENCY PATIENT CONDITIONS AND INITIATE LIFE SAVING FIRST AID AND LIFE SUPPORT PROCEDURES.	1.90
EXERCISE INDEPENDENT JUDGEMENT AND DISCRETION IN THE TECHNICAL PERFORMANCE OF MEDICAL IMAGING PROCEDURES.	1.89

APPENDIX B

CHILD CARE SERVICES

1. CHILD CARE SERVICES SURVEY INSTRUMENT

2. A SUMMATION OF THE CHILD CARE SERVICES RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED LESS THAN 1.5 = DISSATISFIED

CHILD CARE SERVICES - 1.76

DEMONSTRATE VARIOUS OBSERVATION & RECORDING METHODS.	1.67
GUIDE PHYSICAL DEVELOPMENTAL ACTIVITIES.	1.85
GUIDE INTELLECTUAL DEVELOPMENT ACTIVITIES.	1.77
GUIDE SOCIAL & EMOTIONAL DEVELOPMENT ACTIVITIES.	1.79
IMPLEMENT THE FOOD SERVICE PROGRAM.	1.79
IMPLEMENT THE CHILD CARE PROGRAM.	1.83
USE APPROPRIATE METHODS OF GUIDANCE & DISCIPLINE.	1.78
COMMUNICATE WITH STAFF, PARENTS, & CHILDREN.	1.72
MAINTAIN PROFESSIONALISM.	1.73
DEMONSTRATE LEADERSHIP & ORGANIZATIONAL SKILLS.	1.62
GUIDE HEALTH, WELLBEING, & SAFETY ACTIVITIES.	1.89
IDENTIFY RULES & REGULATIONS WHICH GOVERNS CHILD CARE.	1.84
IDENTIFY & REPORT CHILD ABUSE & NEGLECT IN ACCORDANCE WITH STATE REGULATIONS.	1.92
VERBAL COMMUNICATION SKILLS.	1.69
WRITTEN COMMUNICATION SKILLS.	1.56
PERFORM MATH COMPUTATIONS.	1.65

CHILD CARE SERVICES EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR HOME ECONOMICS EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Child Care Attendants/Aides/Workers
B. Preschool Teachers
C. All Other Child Care Workers
D. Child Development Curriculum Coordinator
E. Clerical staff
F. Mainteneance workers
G. Food preparation or service workers

2. Please identify any job titles/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **CHILD CARE SERVICES**, only.

7.	Demonstrate various observation & recording methods.	A B C D E F
8.	Guide physical development activities.	A B C D E F
9.	Guide intellectual development activities.	A B C D E F
10.	Guide social & emotional development activities.	A B C D E F
11.	Implement the food service program.	A B C D E F
12.	Implement the child care program.	A B C D E F
13.	Use appropriate methods of guidance & discipline.	A B C D E F
14.	Communicate with staff, parents, and children.	A B C D E F
15.	Maintain professionalism.	A B C D E F
16.	Demonstrate leadership and organizational skills.	A B C D E F
17.	Guide health, wellbeing, & safety activities.	A B C D E F
18.	Identify rules & regulations which governs child care.	A B C D E F
19.	Identify and report child abuse & neglect in accordance with state regulations.	A B C D E F
20.	Verbal communication skills.	A B C D E F
21.	Written communication skills.	A B C D E F
22.	Perform math computations.	A B C D E F

23. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

____
____
____
____

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX C

COMPUTER PROGRAMMING AND ANALYSIS

1. COMPUTER PROGRAMMING AND ANALYSIS SURVEY INSTRUMENT
2. A SUMMATION OF COMPUTER PROGRAMMING AND ANALYSIS RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED   LESS THAN 1.5 = DISSATISFIED

COMPUTER PROGRAMMING AND ANALYSIS- 1.69

PERFORM MATH COMPUTATIONS.	1.67
PERFORM KEYBOARDING/TYPING ACTIVITIES.	1.93
PERFORM DATA FILE ACTIVITIES.	1.97
PERFORM BUSINESS RECORDS ACTIVITIES.	1.86
PERFORM COMMUNICATIONS ACTIVITIES.	1.56
PERFORM HUMAN RELATIONS ACTIVITIES.	1.69
EXHIBIT APPROPRIATE GROOMING HABITS.	1.81
DEMONSTRATE INFORMATION PROCESSING CONCEPTS.	1.83
DEMONSTRATE LEADERSHIP SKILLS.	1.39
PERFORM CONSUMER ECONOMICS ACTIVITIES.	1.45
PERFORM DECISION MAKING ACTIVITIES.	1.59
VERBAL COMMUNICATION SKILLS.	1.55
WRITTEN COMMUNICATION SKILLS.	1.40
PERFORM BOOKKEEPING/ACCOUNTING ACTIVITIES.	1.78
PLAN PROGRAM DESIGN.	1.58
CODE PROGRAMS.	1.81
TEST PROGRAMS.	1.65
PERFORM PROGRAM MAINTENANCE.	1.74
PERFORM BASIC COMPUTER PROGRAMMING ACTIVITIES.	1.86
PERFORM PROGRAMMING/ANALYSIS ACTIVITIES.	1.74

BUSINESS EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR BUSINESS AND OFFICE EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Accounting Clerk
B. Accountant
C. Billing Clerk
D. Bookkeeper
E. Billing Machine Operator
F. Time Keeping Clerk
G. Bookkeeping/Payroll Clerk
H. Posting Clerk
I. Business Managers/Supervisors
J. General Office Clerk
K. Secretary
L. Legal Secretary
M. Shipping/Receiving Clerk
N. Computer Operator
O. Data Processing Clerk
P. Clerk Typist
Q. Data Entry Operator
R. Peripheral Equipment Operator
S. Business Programmers
T. Systems Analyst
U. Court Reporter
V. Receptionist
W. Medical Secretary
X. Office Manager

2. Please identify any other job titles/occupations where applicants are needed or that you feel will be in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the business occupational area of **COMPUTER PROGRAMMING AND ANALYSIS**, only.

7. Perform math computations.	A B C D E F
8. Perform keyboarding/typing activities.	A B C D E F
9. Perform data file activities.	A B C D E F
10. Perform business records activities.	A B C D E F
11. Perform communications activities.	A B C D E F
12. Perform human relations activities.	A B C D E F
13. Exhibit appropriate grooming habits.	A B C D E F
14. Demonstrate information processing concepts.	A B C D E F
15. Demonstrate leadership skills.	A B C D E F
16. Perform consumer economics activities.	A B C D E F
17. Perform decision making activities.	A B C D E F
18. Verbal communication skills.	A B C D E F
19. Written communication skills.	A B C D E F
20. Perform bookkeeping/accounting activities.	A B C D E F
21. Plan program design.	A B C D E F
22. Code programs.	A B C D E F
23. Test programs.	A B C D E F
24. Perform program maintenance.	A B C D E F
25. Perform basic computer programming activities.	A B C D E F
26. Perform programming/analysis activities.	A B C D E F

27. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

____

____

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX D

DENTAL ASSISTING

1. DENTAL ASSISTING SURVEY INSTRUMENT
2. A SUMMATION OF DENTAL ASSISTING EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED LESS THAN 1.5 = DISSATISFIED

DENTAL HYGIENIST/ASSISTANT - 1.77

PERFORM GENERAL OFFICE PROCEDURES.	1.83
IDENTIFY STRUCTURES & EXPLAIN FUNCTIONS & PATHOLOGIES OF DENTAL & GENERAL ANATOMY.	1.75
IDENTIFY, DESCRIBE, & MAINTAIN DENTAL INSTRUMENTS AND EQUIPMENT.	1.88
INDENTIFY PRINCIPLES IF MICROBIOLOGY & DISEASE PREVENTION & PERFORM INFECTION CONTROL PROCEDURES.	1.78
IDENTIFY THE FUNCTIONS OF PHARMACOLOGY & ANASTHESIA AS THEY RELATE TO DENTISTRY.	1.57
PERFORM CHAIRSIDE ASSISTING & EXPANDED FUNCTIONS.	1.82
ASSIST IN ADMINISTERING DENTAL OFFICE EMERGENCY CARE & CARDIOPULMONARY RESUSITATION.	1.72
IDENTIFY & PERFORM DENTAL RADIOGRAPHIC PROCEDURES.	1.83
IDENTIFY PROPERTIES, USEES, & MANIPULATE DENTAL MATERIALS.	1.80
DESCRIBE & PERFORM PRINCIPLES OF PREVENTIVE DENTISTRY & TECHNIQUES.	1.87
DEMONSTRATE THE LEGAL & ETHICAL RESPONSIBILITIES OF THE DENTAL HEALTH CARE WORKER.	1.78
PERFORM PATIENT ASSESMENT.	1.70
PERFORM DIRECT PATIENT SERVICES.	1.85
IMPLEMENT & EVALUATE COMMUNITY HEALTH INTERVENTIONS & RESEARCH ACTIVITIES.	1.62
DEMONSTRATE EMPLOYABILITY SKILLS.	1.80
DEMONSTRATE A KNOWLEDGE OF IMMUNE-DEFICIENCY DISEASES, INCLUDING AIDS.	1.81
VERBAL COMMUNICATION SKILLS.	1.77
WRITTEN COMMUNICATION SKILLS.	1.69

PARAPROFESSIONAL HEALTH EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR HEALTH OCCUPATIONS EDUCATION

PART A

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one)

A. Registered nurse
B. Licensed practical nurse
C. Nursing assistant
D. Dental Assistant
E. Dental Hygienist
F. Secretary
G. Surgical tech
H. Dental Aide
I. Clerk typist
J. Office Manager
K. General office clerk
L. Medical lab tech
M. Medical records clerk
N. Maintenance worker
O. Anesthesiologist
P. Dental lab assistant
Q. Medical assistant
R. Radiologist

2. Please identify any other job titles/occupations where applicants are needed or that you feel will be needed in the future.

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PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additional questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the health occupational area of **DENTAL HYGIENIST OR ASSISTANT**, only.

7. Perform general office procedures. A B C D E F
8. Identify structures and explain functions and pathologies of dental and general anatomy. A B C D E F
9. Identify, describe, and maintain dental instruments and equipment. A B C D E F
10. Identify principles of microbiology and disease prevention and perform infection control procedures. A B C D E F
11. Identify the functions of pharmacology and anesthesia as they relate to dentistry. A B C D E F
12. Perform chairside assisting and expanded functions. A B C D E F
13. Assist in administering dental office emergency care and cardiopulmonary resusitation. A B C D E F
14. Identify and perform dental radiographic procedures. A B C D E F
15. Identify properties, uses, and mainpulate dental materials. A B C D E F
16. Describe and perform principles of preventive dentistry and techniques. A B C D E F
17. Demonstrate the legal and ethical responsibilities of the dental health care worker. A B C D E F
18. Perform patient assessment. A B C D E F
19. Perform direct patient services. A B C D E F
20. Implement and evaluate community health interventions and research activities. A B C D E F
21. Demonstrate employability skills. A B C D E F
22. Demonstrate knowledge of immune-deficiency diseases, including AIDS. A B C D E F
23. Verbal communication skills. A B C D E F
24. Written communication skills. A B C D E F

25. ANY ADDITIONAL COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS:

Please place the completed questionnaire in the accompanying postage paid envelope and mail to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION & TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX E

ELECTRONICS

1. ELECTRONICS SURVEY INSTRUMENT
2. A SUMMATION OF ELECTRONICS EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED   LESS THAN 1.5 = DISSATISFIED

ELECTRONICS- 1.60

DEMONSTRATE PROFICIENCY IN LABORATORY PRACTICES.	1.71
DEMONSTRATE PROFICIENCY IN DIRECT CURRENT (DC) CIRCUITS.	1.75
DEMONSTRATE PROFICIENCY IN ALTERNATING (AC) CIRCUITS.	1.77
DEMONSTRATE PROFICIENCY IN SOLID STATE DEVICES.	1.54
DEMONSTRATE PROFICIENCY IN ANALOG CIRCUITS.	1.61
DEMONSTRATE PROFICIENCY IN DIGITAL CIRCUITS.	1.67
DEMONSTRATE PROFICIENCY IN MICROPROCESSOR SYSTEMS.	1.65
DEMONSTRATE PROFICIENCY IN TECHNICAL RECORDING & REPORTING.	1.60
DEMONSTRATE PROFICIENCY IN INDUSTRIAL POWER SUPPLIES.	1.60
DEMONSTRATE PROFICIENCY IN POWER DISTRIBUTION SYSTEMS.	1.65
DEMONSTRATE PROFICIENCY IN BASIC CONTROL SYSTEMS.	1.48
DEMONSTRATE PROFICIENCY IN DC MOTOR CONTROL.	1.60
DEMONSTRATE PROFICIENCY IN DIGITAL MOTOR CONTROL.	1.50
DEMONSTRATE PROFICIENCY IN MANUAL CONTROLLERS.	1.67
DEMONSTRATE PROFICIENCY IN MAGNETIC CONTROLLERS.	1.41
DEMONSTRATE PROFICIENCY IN PRESSURE & STRAIN MEASUREMENTS.	1.50
DEMONSTRATE PROFICIENCY IN TEMPERATURE CONTROL.	1.75
DEMONSTRATE PROFICIENCY IN PHOTOELECTRIC CONTROL.	1.63
DEMONSTRATE PROFICIENCY IN GAS & HUMIDITY SENSORS.	1.60
DEMONSTRATE PROFICIENCY IN LIQUID LEVEL CONTROLS.	1.54
DEMONSTRATE PROFICIENCY IN LINE DIAGRAMS & LOGIC FUNCTIONS.	1.70
DEMONSTRATE PROFICIENCY IN TIMING SYSTEMS.	1.78
DEMONSTRATE PROFICIENCY IN TIME DELAY CIRCUITS.	1.76
DEMONSTRATE PROFICIENCY IN PROCESS CONTROL.	1.53
DEMONSTRATE PROFICIENCY IN TELEMETRY.	1.69
DEMONSTRATE PROFICIENCY IN SYSTEMS INTERFACE.	1.56
DEMONSTRATE EMPLOYABILITY SKILLS.	1.62
DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.	1.26
VERBAL COMMUNICATION SKILLS.	1.49
WRITTEN COMMUNICATION SKILLS.	1.30

INDUSTRIAL TECHNOLOGY EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR INDUSTRIAL EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Mechanical Engineering Technician
B. Mechanical Equipment Engineering Asst
C. Electronics Mechanic
D. Computer Programming Trainee
E. Computer Equipment Operator
F. Electro-Medical Repair Technician
G. Automation Equipment Technician
H. Computer Engineering Technician
I. Electronic Precision Assembler
J. Electromechanical Technician
K. Electrical Technician
L. Electronics Technician
M. Millwright
N. Maintenance Mechanic
O. Machinery Erector
P. Instrumentation Technician
Q. Instrument Mechanic
R. Laser Electro-Optic Technician
S. Industrial Engineering Technician
T. Systems Analyst
U. Production Planner
V. Safety Inspector
W. Compliance & Enforcement Inspector
X. Bio-Medical Repair Technicians

2. Please identify any other job titles/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **ELECTRONICS**, only.

7. Demonstrate proficiency in laboratory practices. A B C D E F
8. Demonstrate proficiency in direct current (DC) circuits. A B C D E F
9. Demonstrate proficiency in alternating current (AC) circuits. A B C D E F
10. Demonstrate proficiency in solid state devices. A B C D E F
11. Demonstrate proficiency in analog circuits. A B C D E F
12. Demonstrate proficiency in digital circuits. A B C D E F
13. Demonstrate proficiency in microprocessor systems. A B C D E F
14. Demonstrate proficiency in technical recording and reporting. A B C D E F
15. Demonstrate proficiency in industrial power supplies. A B C D E F
16. Demonstrate proficiency in power distribution systems. A B C D E F
17. Demonstrate proficiency in basic control systems. A B C D E F
18. Demonstrate proficiency in DC motors. A B C D E F
19. Demonstrate proficiency in digital motor control. A B C D E F
20. Demonstrate proficiency in manual controllers. A B C D E F
21. Demonstrate proficiency in magnetic controllers. A B C D E F
22. Demonstrate proficiency in pressure & strain measurements. A B C D E F
23. Demonstrate proficiency in temperature control. A B C D E F
24. Demonstrate proficiency in photoelectric control. A B C D E F
25. Demonstrate proficiency in gas and humidity sensors. A B C D E F
26. Demonstrate proficiency in liquid level controls. A B C D E F
27. Demonstrate proficiency in line diagrams & logic functions. A B C D E F
28. Demonstrate proficiency in timing systems. A B C D E F
29. Demonstrate proficiency in time delay circuits. A B C D E F
30. Demonstrate proficiency in process control. A B C D E F
31. Demonstrate proficiency in telemetry. A B C D E F
32. Demonstrate proficiency in systems interface. A B C D E F
33. Demonstrate employability skills. A B C D E F
34. Demonstrate an understanding of entrepreneurship. A B C D E F
35. Verbal communication skills. A B C D E F
36. Written communication skills. A B C D E F

37. PLEASE SPECIFY ANY ADDITIONAL SKILLS OR AREAS OF KNOWLEDGE THAT YOU FEEL A VOCATIONAL GRADUATE YOU EMPLOY SHOULD HAVE.

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Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION & TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX F

ENGINEERING

1. THE ENGINEERING SURVEY INSTRUMENT
2. A SUMMATION OF ENGINEERING EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED   LESS THAN 1.5 = DISSATISFIED

ENGINEERING- 1.84

DEMONSTRATE ENGINEERING RELATED ENGLISH SKILLS.	1.82
APPLY ENGINEERING RELATED MATHEMATICAL CONCEPTS & PERFORM ENGINEERINGRELATED CALCULATIONS.	1.94
DEMONSTRATE ENGINEERING RELATED APPLIED PHYSICS SKILLS.	1.92
APPLY & USE SAFETY RULES & PROCEDURES.	1.89
APPLY ENGINEERING RELATED SHOP OR LABORATORY SKILLS.	1.94
DEMONSTRATE KNOWLEDGE & USE OF ENGINEERING RELATED TOOLS, MACHINERY, & EQUIPMENT.	2.00
APPLY ENGINEERING RELATED BASIC DRAFTING SKILLS.	2.00
DEMONSTRATE A BASIC KNOWLEDGE OF ENGINEERING RELATED WORKING DRAWINGS.	1.93
DEMONSTRATE ENGINEERING RELATE COMPUTER ASSISTED DRAWING SKILLS.	1.82
DEMONSTRATE PROFICIENCY IN ENGINEERING RELATED TECHNICAL RECORDING & REPORTING.	1.82
DEMONSTRATE & APPLY KNOWLEDGE OF MISCELLANEOUS ENGINEERING RELATED SKILLS.	1.93
DEMONSTRATE EMPLOYABILITY SKILLS.	1.77
DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.	1.67
VERBAL COMMUNICATION SKILLS.	1.68
WRITTEN COMMUNICATION SKILLS.	1.47

INDUSTRIAL TECHNOLOGY EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR INDUSTRIAL EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Mechanical Engineering Technician
B. Mechanical Equipment Engineering Asst
C. Electronics Mechanic
D. Computer Programming Trainee
E. Computer Equipment Operator
F. Electro-Medical Repair Technician
G. Automation Equipment Technician
H. Computer Engineering Technician
I. Electronic Precision Assembler
J. Electromechanical Technician
K. Electrical Technician
L. Electronics Technician
M. Millwright
N. Maintenance Mechanic
O. Machinery Erector
P. Instrumentation Technician
Q. Instrument Mechanic
R. Laser Electro-Optic Technician
S. Industrial Engineering Technician
T. Systems Analyst
U. Production Planner
V. Safety Inspector
W. Compliance & Enforcement Inspector
X. Bio-Medical Repair Technicians

2. Please identify any other job titles/occupations where applicants are needed or that you feel will be needed in the future.

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **ENGINEERING**, only.

7. Demonstrate engineering related English skills. A B C D E F
8. Apply engineering related mathematical concepts and perform engineering related calculations. A B C D E F
9. Demonstrate engineering related applied physics skills. A B C D E F
10. Apply & use safety rules & procedures. A B C D E F
11. Apply engineering related shop or laboratory skills. A B C D E F
12. Demonstrate knowledge & use of engineering related tools, machinery, and equipment. A B C D E F
13. Apply engineering related basic drafting skills. A B C D E F
14. Demonstrate a basic knowledge of engineering related working drawings. A B C D E F
15. Demonstrate engineering related computer assisted drafting skills. A B C D E F
16. Demonstrate proficiency in engineering related technical recording and reporting. A B C D E F
17. Demonstrate and apply knowledge of miscellaneous engineering related skills. A B C D E F
18. Demonstrate employability skills. A B C D E F
19. Demonstrate an understanding of entrepreneurship. A B C D E F
20. Verbal communication skills. A B C D E F
21. Written communication skills. A B C D E F
22. PLEASE SPECIFY ANY ADDITIONAL SKILLS OR AREAS OF KNOWLEDGE THAT YOU FEEL A VOCATIONAL GRADUATE YOU EMPLOY SHOULD HAVE.

Please place the completed questionnaire in the accompanying postage paid envelope and mail to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION & TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX G

FIREFIGHTING

1. THE FIREFIGHTING SURVEY INSTRUMENT

2. A SUMMATION OF FIREFIGHTING EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED   LESS THAN 1.5 = DISSATISFIED

FIREFIGHTING- 1.81

DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT ORGANIZATION & PROCEDURES.	1.86
USE FIRE ALARMS & COMMUNICATION EQUIPMENT.	1.55
DEMONSTRATE KNOWLEDGE OF FIRE BEHAVIOR.	1.92
USE PORTABLE FIRE EXTINGUISHERS.	1.96
USE SELF-CONTAINED BREATHING APPARATUS.	1.96
DEMONSTRATE KNOWLEDGE OF FIRE APPARATUS.	1.69
USE FORCIBLE ENTRY EQUIPMENT.	1.87
DEMONSTRATE VENTILATION PRACTICES.	1.80
USE ROPES, TOOLS, EQUIPMENT.	1.90
DEMONSTRATE RESCUE PROCEDURES.	1.88
DEMONSTRATE SAFETY PROCEDURES.	1.87
USE LADDERS.	1.98
USE FIRE HOSE, NOZZLES, & APPLIANCES.	1.92
USE FIRE STREAMS.	1.90
USE WATER SUPPLIES.	1.80
USE SPRINKLER SYSTEMS.	1.51
DEMONSTRATE SALVAGE PROCEDURES.	1.78
DEMONSTRATE OVERHAUL PROCEDURES.	1.83
FOLLOW FIRE PREVENTION INSPECTION PRACTICES.	1.54
DEMONSTRATE KNOWLEDGE OF EXTINGUISHMENT.	1.98
FOLLOW HUMAN & HEALTH RELATIONS PRACTICES.	1.73
PROVIDE EMERGENCY MEDICAL CARE.	1.78
DEMONSTRATE EMPLOYABILITY SKILLS.	1.68
DEMONSTRATE A KNOWLEDGE OF SEXUALLY TRANSMITTED DISEASES, INCLUDING AIDS.	1.80
DEMONSTRTAE PROFICIENCY IN fIRST RESPONDER TO MEDICAL EMERGENCY TECHNIQUES.	1.86

PUBLIC SERVICES EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR PUBLIC SERVICE EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied **D. Dissatisfied**
B. Satisfied **E. Very dissatisfied**
C. Average **F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **FIREFIGHTING**, only.

7. Demonstrate knowledge of fire department organization and procedures. A B C D E F
8. Use fire alarms and communication equipment. A B C D E F
9. Demonstrate knowledge of fire behavior. A B C D E F
10. Use portable fire extinguishers. A B C D E F
11. Use self-contained breathing apparatus. A B C D E F
12. Demonstrate knowledge of fire apparatus. A B C D E F
13. Use forcible entry equipment. A B C D E F
14. Demonstrate ventilation practices. A B C D E F
15. Use ropes, tools, equipment. A B C D E F
16. Demonstrate rescue procedures. A B C D E F
17. Demonstrate safety procedures. A B C D E F
18. Use ladders. A B C D E F
19. Use fire hose, nozzles, and appliances. A B C D E F
20. Use fire streams. A B C D E F
21. Use water supplies. A B C D E F
22. Use sprinkler systems. A B C D E F
23. Demonstrate salvage procedures. A B C D E F
24. Demonstrate overhaul procedures. A B C D E F
25. Follow fire prevention inspection practices. A B C D E F
26. Demonstrate knowledge of the fundamentals of extinguishment. A B C D E F
27. Follow human and health relations practices. A B C D E F
28. Provide emergency medical care. A B C D E F
29. Demonstrate employability skills. A B C D E F
30. Demonstrate knowledge of sexually transmitted diseases, including AIDS. A B C D E F
31. Demonstrate proficiency in First Responder to Medical Emergency techniques. A B C D E F

32. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

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Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX H

FOOD PREPARATION AND SERVICES

1. THE FOOD PREPARATION AND SERVICES SURVEY INSTRUMENT
2. A SUMMARY OF FOOD PREPARATION AND SERVICES EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED LESS THAN 1.5 = DISSATISFIED

FOOD SERVICE AND PREPARATION- 1.74

IDENTIFY CAREER & JOB OPPORTUNITIES.	1.88
DEMONSTRATE EMPLOYABILITY SKILLS.	1.83
IDENTIFY OPERATIONAL PROCEDURES OF FOOD ESTABLISHMENTS.	1.73
EXHIBIT SAFE, SECURE, SANITARY WORK PROCEDURES.	1.85
USE COMMERCIAL TOOLS & EQUIPMENT.	1.89
PERFORM MEAL SERVICE ACTIVITIES.	2.00
PERFORM COST & PORTION CONTROL OF FOOD.	1.70
USE RECIPES.	1.69
DEMONSTRATE MERCHANDISING TECHNIQUES.	1.60
PREPARE BAKE STATION ITEMS.	1.78
PREPARE PANTRY ITEMS.	2.00
PREPARE FRY STATION ITEMS.	1.89
PREPARE HOT STATION ITEMS.	2.00
PREPARE BEVERAGES.	2.00
DEMONSTRATE LEADERSHIP & ORGANIZATIONAL SKILLS.	1.58
DEMONSTRTE AN UNDERSTANDING OF ENTREPRENEURSHIP.	1.36
VERBAL COMMUNICATION SKILLS.	1.55
WRITTEN COMMUNICATION SKILLS.	1.36
MATH COMPUTATION SKILLS.	1.33

HOSPITALITY SERVICES EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEES FOR INDUSTRIAL & HOME ECONOMICS EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Hotel Manager
B. Motel Manager
C. Recreation Establishment Manager
D. Resort Manager
E. Waiter and/or Waitress
F. Host/Hostess
G. Food Preparation & Service Worker
H. Fast Foods Worker
I. Baker's Helper
J. Cook/Chef, Restaurant or Institutional
K. Cook's Helper

2. Please identify any job titles/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied **D. Dissatisfied**
B. Satisfied **E. Very dissatisfied**
C. Average **F. I don't know**

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **FOOD PREPARATION AND SERVICES**, only.

7. Identify career and job opportunities. A B C D E F
8. Demonstrate employability skills. A B C D E F
9. Identify operational procedures of food establishments. A B C D E F
10. Exhibit safe, secure, sanitary work procedures. A B C D E F
11. Use commercial tools and equipment. A B C D E F
12. Perform meal service activities. A B C D E F
13. Perform cost and portion control of food. A B C D E F
14. Use recipes. A B C D E F
15. Demonstrate merchandising techniques. A B C D E F
16. Prepare bake station items. A B C D E F
17. Prepare pantry items. A B C D E F
18. Prepare fry station items. A B C D E F
19. Prepare hot station items. A B C D E F
20. Prepare berverages. A B C D E F
21. Demonstrate leadership & organizational skills. A B C D E F
22. Demonstrate an understanding of entrepreneurship. A B C D E F
23. Verbal communication skills. A B C D E F
24. Written communication skills. A B C D E F
25. Math computation skills. A B C D E F
26. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

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Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX I

HOSPITALITY MANAGEMENT

1. THE HOSPITALITY MANAGEMENT SURVEY INSTRUMENT
2. A SUMMARY OF HOSPITALITY MANAGEMENT EMPLOYER RESPONSES

SURVEY RESULTS BY OCCUPATIONAL/PROGRAM AREA

1.5 = NEITHER SATISFIED / NOR DISSATISFIED
GREATER THAN 1.5 = SATISFIED   LESS THAN 1.5 = DISSATISFIED

HOSPITALITY MANAGEMENT- 1.64

DEMONSTRATE EMPLOYABILITY SKILLS.	2.00
APPLY HUMAN RELATIONS & LEADERSHIP SKILLS.	1.67
VERBAL COMMUNICATION SKILLS	1.82
WRITTEN COMMUNICATION SKILLS	1.56
APPLY MATHEMATICAL SKILLS	1.57
IDENTIFY BASIC ECONOMIC & MARKETING CONCEPTS.	1.43
PLAN & IMPLEMENT HUMAN RESOURCE DEVELOPMENT PROGRAM.	1.50
IDENTIFY ORGANIZATION & FUNCTION OF HOSPITALITY INDUSTRY.	1.80
DEVELOP & IMPLEMENT A SALES & MARKETING STRATEGY.	1.43
MAINTAIN ACCOUNTING & INFORMATION SYSTEMS.	1.50
MANAGE FRONT OFFICE.	1.70
SUPERVISE PERSONNEL.	1.71
PROVIDE GUEST SERVICES.	1.78
INTERPRET AND APPLY ACTS AND REGULATIONS.	1.71
OPERATE LIABILITY & RISK IDENTIFICATION PROGRAM.	1.25
DEVELOP & CONTROL A SANITAITON PROGRAM.	1.67
DEMONSTRATE KNOWLEDGE OF FOOD SERV & BEVERAGE SANITATION.	1.83
SET UP & CONTROL MAINTENANCE, SECURITY, & SAFETY PROCEDURES.	1.60
PLAN & MAINTAIN PURCHASING & RECEIVING PROCEDURES.	1.50
SET UP SERVICE AREA.	2.00
DEMONSTRATE KNOWLEDGE OF FOOD SERVICE & BEVERAGE MANAGEMENT.	1.67
DEMONSTRATE KNOWLEDGE OF FOOD PURCHASE & PRODUCTION.	1.71
DEMONSTRATE KNOWLEDGE OF RESORT MANAGEMENT.	1.50
DEMONSTRATE KNOWLEDGE OF CONVENTION MANAGEMENT FUNCTIONS.	1.75
DEMONSTRATE KNOWLEDGE OF HOUSEKEEPING MANAGEMENT FUNCTIONS.	1.67
DEMONSTRATE KNOWLEDGE OF RECREATION MANAGEMENT.	1.67
DEMONSTRATE AN UNDERSTATNDING OF ENTREPRENEURSHIP.	1.75
MANAGE ENERGY CONSUMPTION.	1.40
SOLVE PROBLEMS AND MAKE INFORMED DECISIONS.	1.50

HOSPITALITY SERVICES EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE FLORIDA STATE TECHNICAL COMMITTEE FOR MARKETING EDUCATION

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupations for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Hotel Manager
B. Motel Manager
C. Recreation Establishment Manager
D. Resort Manager
E. Waiter and/or Waitress
F. Host/Hostess
G. Food Preparation & Service Worker
H. Fast Foods Worker
I. Baker's Helper
J. Cook/Chef, Restaurant or Institutional
K. Cook's Helper

2. Please identify any job titles/occupations where applicants are needed or that you feel will be needed in the future.

____

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PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of hospitality management, only.

7. Demonstrate employability skills. A B C D E F
8. Apply human relations and leadership skills. A B C D E F
9. Verbal communication skills. A B C D E F
10. Written communication skills. A B C D E F
11. Apply mathematics skills. A B C D E F
12. Identify basic economic and marketing concepts. A B C D E F
13. Plan and implement human resource development program. A B C D E F
14. Identify organization & function of hospitality industry. A B C D E F
15. Develop and implement sales & marketing strategy. A B C D E F
16. Maintain accounting and information system. A B C D E F
17. Manage front office. A B C D E F
18. Supervise personnel. A B C D E F
19. Provide guest services. A B C D E F
20. Interpret and apply acts and regulations. A B C D E F
21. Operate liability and risk identification program. A B C D E F
22. Develop and control sanitation program. A B C D E F
23. Demonstrate knowledge of food service & beverage sanitation. A B C D E F
24. Set up & control maintenance, security, & safety procedures. A B C D E F
25. Plan and maintain purchasing and receiving procedures. A B C D E F
26. Set up service area. A B C D E F
27. Demonstrate knowledge of food service & beverage management services. A B C D E F
28. Demonstrate knowledge of food purchase and production. A B C D E F
29. Demonstrate knowledge of resort management. A B C D E F
30. Demonstrate knowledge of convention management functions. A B C D E F
31. Demonstrate knowledge of housekeeping management functions. A B C D E F
32. Demonstrate knowledge of recreation management. A B C D E F
33. Demonstrate understanding of entrepreneurship. A B C D E F
34. Manage energy consumption. A B C D E F
35. Solve problems and make informed decisions. A B C D E F
36. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

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EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX J

A FLORIDA JUNIOR COLLEGE

1. FIVE JUNIOR COLLEGE SURVEY INSTRUMENTS
    a. Correctional Officer
    b. Law Enforcement
    c. Unit Treatment and Rehabilitation
    d. Nursing Assistant
    e. a General Survey

2. A SUMMARY OF EACH JUNIOR COLLEGE EMPLOYER RESPONSES
    a. Correctional Officer
    b. Law Enforcement
    c. Unit Treatment and Rehabilitation
    d. Nursing Assistant
    e. a General Survey

A FLORIDA JUNIOR COLLEGE

CORRECTIONAL OFFICER

DESCRIBE THE CRIMINAL JUSTICE SYSTEM & THE FLORIDA CRIMINAL JUSTICE STANDARDS & TRAINING COMMISSION.	2.00
EXPLAIN BASIC LAW & LEGAL PROCEDURES.	2.00
EXPLAIN CORRECTIONS RULES, RIGHTS, & RESPONSIBILITIES.	2.00
DEMONSTRTE PROFICIENCY IN 1ST RESPONDER TECHNIQUES.	2.00
DEMONSTRATE PROFICIENCY IN INMATE CONTROL TECHNIQUES.	2.00
DEMONSTRATE INVESTIGATION KNOWLEDGE & SKILLS.	1.67
DESCRIBE & DEMONSTRATE CORRECTIONAL OPERATIONS.	2.00
IDENTIFY PHYSICAL SECURITY CONSIDERATIONS.	1.80
DEMONSTRATE EMERGENCY PREPAREDNESS TECHNIQUES.	2.00
DEMONSTRATE INTERPERSONAL SKILLS.	1.67
WRITTEN COMMUNICATION SKILLS.	1.29
VERBAL COMMUNICATION SKILLS.	1.29
DEMONSTRATE EMPLOYABILITY SKILLS.	2.00
DEMONSTRATE KNOWLEDGE OF SEXUALLY TRANSMITTED DISEASES, INCLUDING AIDS.	2.00

NURSING ASSISTANTS

DEMONSTRATE EMPLOYABILITY SKILLS.	1.80
APPLY HUMAN RELATIONS AND LEADERSHIP SKILLS.	1.67
VERBAL COMMUNICATION SKILLS.	1.80
WRITTEN COMMUNICATION SKILLS.	1.33
APPLY MATHEMATICS SKILLS.	1.67
DEMONSTRATE BASIC COMPETENCIES IN SCINCE.	2.00
DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES.	1.25
PROVIDE EMERGENCY CARE.	1.67
PERFORM ASEPTIC TECHNIQUES.	1.75
EXHIBIT UNDERSTANDING OF THE ANATOMY AND PHYSIOLOGY OF THE BODY.	1.67
PERFORM PHYSICAL COMFORT AND SAFETY FUNCTIONS.	1.83
PROVIDE PERSONAL PATIENT CARE.	2.00
PERFORM NURSING PROCEDURES.	1.75
APPLY PRINCIPLES OF NUTRITION.	1.60
PROVIDE CARE OF GERIATRIC PATIENTS.	2.00
APPLY THE PRINCIPLES OF INFECTION CONTROL.	1.50
PROVIDE BIO-PSYCHO-SOCIAL SUPPORT.	1.67
PERFORMED SUPERVISED MANAGEMENT FUNCTIONS.	2.00
ASSIST WITH REHABILITATIVE ACTIVITIES.	1.75
EXHIBIT A WORKING KNOWLEDGE OF IMMUNE DEFICIENCY DISEASES, INCLUDING AIDS.	2.00

UNIT TREATMENT AND REHABILITATION

DEMONSTRATE EMPLOYABILITY SKILLS.	2.00
APPLY HUMAN RELATIONS AND LEADERSHIP SKILLS.	2.00
VERBAL COMMUNICATION SKILLS.	2.00
WRITTEN COMMUNICATION SKILLS.	2.00
APPLY MATHEMATICS SKILLS.	2.00
PARTICIPATE IN A VARIETY IF TREATMENT AND REHABILITATIVE ACTIVITIES DESIGNED TO STABILIZE, REORIENT, AND REHABILITATE MENTALLY ILL AND EMOTIONALLY DISTURBED PATIENTS.	2.00
ASSIST TREATMENT AND REHABILITATION PERSONNEL IN CARRYING OUT PRESCRIBED FUNCTIONS OF SPECIALIZED REHABILITATIVE PROGRAMS CENTERED AROUND PERSONAL AND SOCIAL ADJUSTMENTS, I.E., SELF-HELP, PERSONAL HYGIENE, AND DAILY LIVING.	2.00
PARTICIPATE IN GROUP THERAPY SESSIONS WITH PROFESSIONALS AND OBSERVE PATIENTS FOR CHANGES ON BEHAVIOR PATTERNS.	2.00
TAKE TEMPERATURES, PULSE, AND BLOOD PRESSURES AS DIRECTED AND ASSIST IN FEEDING, BATHING, AND OTHER PERSONAL CARE ACTIVITIES.	2.00
PREPARE REPORTS, ASSIMILATE DATA AND RECOMMEND CHANGES IN POLICIES, PROCEDURES, OR TECHNIQUES AS A MEMBER OF THE TREATMENT AND REHABILITATION TEAM.	2.00
SUPERVISE INDIVIDUAL PATIENTS AND PATIENT TEAMS IN THE ROUTINE DAILY LIVING ACTIVITIES OF THE TREATMENT AND REHABILITATIVE UNIT.	2.00
PERFORM PHARMACOLOGICAL ASPECTS OF CARE AS DIRECTED.	2.00
EXHIBIT KNOWLEDGE OF IMMUNE DEFICIENCY DISEASES, INCLUDING AIDS.	2.00

GENERAL SURVEY *

TECHNICAL JOB SKILLS.	1.73
MATH SKILLS.	1.33
READING SKILLS.	1.31
WRITING SKILLS.	1.20
SPEAKING SKILLS.	1.43
REASONING (LOGICAL THINKING) SKILLS.	1.46
QUALITY OF WORK.	1.54
QUANTITY OF WORK.	1.54
FAMILIARITY WITH JOB-RELATED EQUIPMENT.	1.64
ABILITY TO LEARN NEW TECHNIQUES ON THE JOB.	1.69
ABILITY TO COMMUNICATE WITH SUPERVISORS.	1.50
ABILITY TO WORK WITH FELLOW EMPLOYEES.	1.67
ABILITY TO WORK WITH CLIENTS OR CUSTOMERS.	1.67

note: The general survey went to only those employers associated with FJCC that could not be established as training-related.

LAW ENFORCEMENT

DESCRIBE THE CRIMINAL JUSTICE SYSTEM AND THE FLORIDA CRIMINAL JUSTICE STANDARDS & TRAINING COMMISSION.	1.50
EXPLAIN THE LAW ENFORCEMENT CODE OF ETHICS & CHAIN OF COMMAND.	1.50
EXPLAIN CONSTITUTIONAL LAW, CRIMINAL LAW, LAWS OF ARREST, RULES OF EVIDENCE, SEARCH AND SEIZURE, JUVENILE LAW, SURCHARGES, AND CIVIL & CRIMINAL LIABILITIES IN ACCORDANCE WITH FLORIDA STATUES.	1.50
DESCRIBE AND DEMONSTRATE PATROL PROCEDURE.	1.50
DEMONSTRATE DEFENSIVE TACTICS AND ARREST TECHNIQUES.	1.50
DIRECT AND CONTROL TRAFFIC.	1.50
OPERATE A POLICE VEHICLE SAFELY.	1.50
INVESTIGATE TRAFFIC ACCIDENTS.	1.50
DISCUSS THE LEGAL ASPECTS OF FIREARMS. DEMONSTRATE THE PROPER USE OF FIREARMS AND CHEMICAL AGENTS INCLUDING PROFICIENCY IN ACCORDANCE WITH CRIMINAL JUSTICE STANDARDS AND TRAINING COMMISSION.	1.50
CONDUCT A CRIME SCENE INVESTIGATION.	1.00
DEMONSTRATE PROFICIENCY IN FIRST RESPONDER TECHNIQUES.	1.50
DISCUSS TRIAL PROCEDURES AND TESTIFY.	1.00
DEMONSTRATE INTERPERSONAL SKILLS.	1.00
WRITTEN COMMUNICATION SKILLS.	1.50
VERBAL COMMUNICATION SKILLS.	1.00
DEMONSTRATE EMPLOYABILITY SKILLS.	1.50
DEMONSTRATE KNOWLEDGE OF SEXUALLY TRANSMITTED DISEASES, INCLUDING AIDS.	1.50

EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE CHIPOLA JUNIOR COLLEGE

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupational areas for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **CORRECTIONAL OFFICER**, only.

7. Describe the criminal justice system and the Florida Criminal Justice Standards and Training Commission. A B C D E F
8. Explain basic law and legal procedures. A B C D E F
9. Explain corrections rules, rights, and responsibilities. A B C D E F
10. Demonstrate proficiency in first responder techniques. A B C D E F
11. Demonstrate proficiency in inmate control techniques. A B C D E F
12. Demonstrate investigation knowledge and skills. A B C D E F
13. Describe and demonstrate correctional operations. A B C D E F
14. Identify physical security considerations. A B C D E F
15. Demonstrate emergency preparedness techniques. A B C D E F
16. Demonstrate interpersonal skills. A B C D E F
17. Written communication skills. A B C D E F
18. Verbal communication skills. A B C D E F
19. Demonstrate employability skills. A B C D E F
20. Demonstrate knowledge of sexually transmitted diseases, including AIDS. A B C D E F
21. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

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Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE CHIPOLA JUNIOR COLLEGE

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupational areas for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

____

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PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education?	A B C D E F
4. How do you feel about Florida's overall system of vocational education?	A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs?	A B C D E F
6. How would you rate the work habits of those who attended vocational education programs?	A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of **nursing assistant**, only.

7. Demonstrate employability skills. A B C D E F
8. Apply human relations and leadership skills. A B C D E F
9. Verbal communication skills. A B C D E F
10. Written communication skills. A B C D E F
11. Apply mathematics skills. A B C D E F
12. Demonstrate basic competencies in science. A B C D E F
13. Demonstrate legal and ethical responsibilities. A B C D E F
14. Provide emergency care. A B C D E F
15 Perform aseptic techniques. A B C D E F
16. Exhibit understanding of the anatomy & physiology of the body. A B C D E F
17. Perform physical comfort and safety functions. A B C D E F
18. Provide personal patient care. A B C D E F
19. Perform nursing procedures. A B C D E F
20. Apply principles of nutrition. A B C D E F
21. Provide care of geriatric patients. A B C D E F
22. Apply the principles of infection control. A B C D E F
23. Provide bio-psycho-social support. A B C D E F
24. Performed supervised management functions. A B C D E F
25. Assist with rehabilitative activities. A B C D E F
26. Working knowledge of immune deficiency diseases, including AIDS. A B C D E F

27. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE CHIPOLA JUNIOR COLLEGE

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupational areas for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level paparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied **D. Dissatisfied**
B. Satisfied **E. Very dissatisfied**
C. Average **F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of unit **treatment and rehabilitation aide or specialist**, only.

7. Demonstrate employability skills. A B C D E F
8. Apply human relations and leadership skills. A B C D E F
9. Verbal communication skills. A B C D E F
10. Written communication skills. A B C D E F
11. Apply mathematics skills. A B C D E F
12. Participate in a variety of treatment and rehabilitative activities A B C D E F
designed to stabilize, reorient, and rehabilitate mentally ill and emotionally disturbed patients. A B C D E F
13. Assist treatment and rehabilitative personnel in carrying out prescribed functions of specialized rehabilitative programs centered around personal and social adjustment, i.e., self-help, personal hygiene, and daily living. A B C D E F
14. Participate in group therapy sessions with professionals and observe patients for changes in behavior patterns. A B C D E F
15. Take temperatures, pulse, and blood pressures as directed and assist in feeding, bathing, and other personal care activities. A B C D E F
16. Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team. A B C D E F
17. Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit. A B C D E F
18. Perform pharmacological aspects of care as directed. A B C D E F
19. Exhibit knowledge of immune deficiency diseases, including AIDS. A B C D E F
20. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

EMPLOYER OPINION SURVEY
SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE CHIPOLA JUNIOR COLLEGE

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you

HIRING NEEDS

1. Identify those occupational areas for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education? A B C D E F

4. How do you feel about Florida's overall system of vocational education? A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs? A B C D E F

6. How would you rate the work habits of those who attended vocational education programs? A B C D E F

(Please complete additional questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

- **A. Very satisfied**
- **B. Satisfied**
- **C. Average**
- **D. Dissatisfied**
- **E. Very dissatisfied**
- **F. I don't know**

PART C

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below.

7.	Technical job skills.	A B C D E F
8.	Math skills.	A B C D E F
9.	Reading skills.	A B C D E F
10.	Writing skills.	A B C D E F
11.	Speaking skills.	A B C D E F
12.	Reasoning (logical thinking) skills.	A B C D E F
13.	Quality of work.	A B C D E F
14.	Quantity of work.	A B C D E F
15.	Familiarity with job-related equipment.	A B C D E F
16.	Ability to learn new techniques on the job.	A B C D E F
17.	Ability to communicate with supervisors.	A B C D E F
18.	Ability to work with fellow employees.	A B C D E F
19.	Ability to work with clients or customers.	A B C D E F

20. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

EMPLOYER OPINION SURVEY

SPONSORED BY
THE FLORIDA DEPARTMENT OF EDUCATION AND
THE CHIPOLA JUNIOR COLLEGE

PART A.

Directions: Read each statement carefully and circle the letter of the answer that best applies to you.

HIRING NEEDS

1. Identify those occupational areas for which you currently have difficulty finding qualified applicants. (You may circle more than one.)

A. Managerial/Administrative
B. Clerical/Administrative
C. Production/Operating
D. Professional/Technical
E. Maintenance/material handling
F. Food Services
G. Personnel Services
H. Protective Services
I. Cleaning Services
J. Health Services
K. No Difficulty

2. Please identify any job areas/occupations where applicants are needed or that you feel will be needed in the future.

____

____

PART B.

Florida's public education system comprises elementary, middle, and high schools, area vocational centers, community colleges, and state universities. Vocational programs are offered in high schools, area vocational centers, and community colleges.

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. (Circle one response for each statement.)

A. Very satisfied
B. Satisfied
C. Average
D. Dissatisfied
E. Very dissatisfied
F. I don't know

PUBLIC EDUCATION SYSTEMS

3. How do you feel about Florida's overall system of public education?	A B C D E F
4. How do you feel about Florida's overall system of vocational education?	A B C D E F

EMPLOYEE PREPARATION AND WORK HABITS

5. How would you rate the job entry-level preparation of those who attended vocational education programs?	A B C D E F
6. How would you rate the work habits of those who attended vocational education programs?	A B C D E F

(Please complete additonal questions on the reverse side)

Directions: For each of the statements below, circle the letter of the response that best describes your feelings. The responses are as follows. (Circle one response for each statement.)

A. Very satisfied	**D. Dissatisfied**
B. Satisfied	**E. Very dissatisfied**
C. Average	**F. I don't know**

PART C.

OVERALL OCCUPATIONAL PREPARATION

Please indicate your level of satisfaction with the preparation of vocational employees within the areas listed below. Please remember that these statements are with specific reference to the occupational area of law enforcement officer, only.

7. Describe the criminal justice system and the Florida Criminal Justice Standards and Training Commission. A B C D E F
8. Explain the law enforcement code of ethics & chain of command. A B C D E F
9. Explain constitutional law, criminal law, laws of arrest, rules of evidence, search and seizure, juvenile law, surcharges, and civil and criminal liabilities in accordance with Florida Statutes. A B C D E F
10. Describe and demonstrate patrol procedures. A B C D E F
11. Demonstrate defense tactics and arrest techniques. A B C D E F
12. Direct and control traffic. A B C D E F
13. Operate a police vehicle safely. A B C D E F
14. Investigate traffic accidents. A B C D E F
15. Discuss the legal aspects if firearms. Demonstrate the proper use of firearms and chemical agents including proficiency in accordance with Criminal Justice Standards and Training Commission. A B C D E F
16. Conduct a crime scene investigation. A B C D E F
17. Demonstrate proficiency in first responder techniques. A B C D E F
18. Discuss trial procedures and testify. A B C D E F
19. Demonstrate interpersonal skills. A B C D E F
20. Written communication skills. A B C D E F
21. Verbal communication skills. A B C D E F
22. Demonstrate employability skills. A B C D E F
23. Demonstrate knowledge of sexually transmitted diseases, including AIDS. A B C D E F
24. Please specify any additional skills or areas of knowledge that you feel a vocational graduate you employ should have.

____

____

Please place the completed questionnaire in the accompanying postage paid envelope and mail it to:

FLORIDA DEPARTMENT OF EDUCATION
EDUCATION AND TRAINING PLACEMENT
INFORMATION PROGRAM
P.O. BOX 5197
TALLAHASSEE, FL 32314-5197

APPENDIX K

A MODIFIED EMPLOYABILITY SKILLS PROFILE

EMPLOYABILITY SKILLS PROFILE

FOR EACH OF THE STATEMENTS BELOW SELECT ONE OF THE FOLLOWING RESPONSE OPTIONS AND RECORD THAT LETTER INTO THE SPACE ( ) PROVIDED.

(C) = CRITICAL	**(H) = HIGHLY NEEDED**
(S) = SOMEWHAT NEEDED	**(N) = NOT NEEDED**

TRY TO PLACE YOURSELF AS A POTENTIAL EMPLOYEE-- WHICH ELEMENTS DO YOU FEEL ARE MOST CRITICAL FOR YOU TO CARRY WITH YOU TO A JOB!!! WHICH SKILLS DO YOU THINK AN EMPLOYERS WANT???

ACADEMIC SKILLS

( ) A. UNDERSTAND SPOKEN LANGUAGE ANBD SPEAK IN THE LANGUAGE IN WHICH BUSINESS IS CONDUCTED

( ) B. READ WRITTEN MATERIALS

( ) C. WRITE IN LANGUAGE IN WHICH BUSINESS IS CONDUCTED

( ) D. UNDERSTAND AND SOLVE PROBLEMS INVOLVING BASIC ARITHMETIC AND USE RESULTS

( ) E. ACCESS AND USE SPECIALIZED KNOWLEGE WHEN NECESSARY TO GET THE JOB DONE

( ) F. USE TOOLS AND EQUIPMENT NECESSARY TO GET THE JOB DONE

( ) G. THINK AND ACT LOGICALLY TO SOLVE PROBLEMS

PERSONAL MANAGEMENT SKILLS

( ) H. IDENTIFY PERSONAL JOB-RELATED INTERESTS, STRENGTHS, OPTIONS, AND OPPORTUNITIES

( ) I. DEMONSTRATE PERSONAL VALUES AND ETHICS IN THE WORKPLACE (E.G., HONESTY, FAIRNESS, AND RESPECT FOR OTHERS)

( ) J. EXERCISE A SENSE OF RESPONSIBILITY

( ) K. LEARN NEW SKILLS AND WAYS TO DO THINGS

TEAMWORK SKILLS

( ) L. IDENTIFY WITH THE GOALS, NORMS, VALUES, CUSTOMS AND CULTURE OF THE GROUP, COMPANY, OR FIRM

( ) M. FUNCTION IN CHANGING WORK SETTINGS AND IN CHANGING WORK TEAMS

STUDENT ___
TEACHER ___

State of Florida
Department of Education
Betty Castor, Commissioner
Tallahassee, Florida
Affirmative action/equal opportunity employer